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THE DEBATER'S MAGAZINE

VOL. IV AUTUMN, 1948 No. 3

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DEBATE

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VOLUME IV No. 3

Popularizing Debating in American Schools

THE UTICA COLLEGE PROGRAM FOR HIGH SCHOOLS

By RALPH N. SCHMIDT

"YOU'VE never heard a formal debate?"

"I've never heard **any** debate."

It didn't seem possible! I couldn't believe it. But when a survey of one hundred and thirty-nine college students enrolled in the public speaking classes at Utica College revealed that only twenty-one had ever heard a formal debate, and that, of these twenty-one, only three had ever participated in an inter-school debate, I **had** to believe it.

The results of the survey crystallized a determination that an important phase of the forensics program at Utica College would be the presentation of college debates to the high school boys and girls of the surrounding area. The first step in this direction was the composition and sending of the following letter to forty-odd high school administrators:

Dear Principal:

Utica College of Syracuse University is a Community College and its primary reason for being is Service to the community. We interpret the concept of our "community" as the Utica area which spreads beyond the confines of the city into the surrounding area. Each of the departments of the college shares the challenge which service to this broader community presents.

One of the ways in which the Department of Speech is seeking to serve the larger community is through its students. We should like to provide the means whereby every high school student in this area might have the opportunity to hear a debate. Utica College has a small and enthusiastic debate group — not outstandingly proficient, but sincere and striving. They are willing to debate before your high school assembly, or social studies or English classes and to answer questions put to them at the conclusion of the debate. Can we serve your school in this manner? There is no expense involved to you.

The question being debated by the majority of colleges and universities this year is: Resolved, That a Federal World Government should be established. It is, certainly, a worthwhile topic and one in which high school boys and girls will be interested.

If you would like to have this question debated by two Utica College teams, or by a Utica College team and one from another institution of higher education, I should be happy to make the necessary arrangements with you. Call me at 2-9295 or drop me a line at the above address.

The response was as gratifying as it was unexpected. It had been hoped that a half-dozen engagements might result. Twenty-four materialized. For the majority of these engagements we were given an hour and thirty minutes of school time, and frequently it was necessary for us to "tear ourselves away" from the students in order to meet another engagement in a near-by community.

THE DEPUTATION PLAN WORKS BEAUTIFULLY

Editorial Comment

Ed. Note—We are indebted to Prof. Wayne Thompson of the Navy Pier (Chicago) Branch of the University of Illinois for this contribution. We found it interesting reading. That was especially true as we had hit upon a very similar procedure for reviving an old time debate league in Southern California which the war put out of commission. As there are now no debaters left in these high schools we offered to put on demonstration debates in their high school assemblies on the 1948-49 high school question, which is the proposition of turning the United Nations into a Federal World Government. We anticipate results very similar to those Utica College achieved.

How did we manage to hold the attention of high school students, none of whom had ever heard a college debate, for more than ninety minutes? It was absurdly simple. In the first place, the debate topic (Federal World Government) was one of vital and current importance. In the second place, the debaters were trained to **communicate** with the audience. Perhaps the way in which the program was introduced also played a part.

We made it a point to arrive at the high school as early as possible in order that the debaters might meet the principal and walk through the halls, observing trophies, reading bulletin board announcements, etc. It, also, gave us a

chance to size up the auditorium, to determine whether to speak from the platform or from in front of it, and to arrange to have two popular and good looking girls seated in the front row where they could act as time-keepers. The name of the traditional rival and the results of recent athletic contests were elicited. All of this information was used in the course of the debate by the debaters to add interest to illustrations and hypothetical situations.

As the high school students marched into the auditorium or assembly hall, they would find the debaters seated at their tables and me sitting between the two girls in the front row of seats. After the singing of one stanza of America and after the salute to the flag, a student leader would introduce me as "the Chairman of the Speech Department of Utica College, who will introduce the debaters and tell us something about debate."

To introduce the debaters and to tell something about debate usually took about fifteen laugh-packed minutes. The purpose, of course, was to put the audience in a favorable and receptive frame of mind. To accomplish this the audience was told that we had three reasons for being there: first, to show them how much fun debate could be; second, to acquaint them with some of the techniques and procedures of debate; and third, to bring them information about the most important problem confronting the peoples of the world.

The reason some people thought debate couldn't be fun, they were told, was because debate was usually connected with English. The bald statement, "I'm not an English teacher," was always the signal for a burst of applause. When it was pointed out that grammar, pronunciation, articulation and diction were considered of importance by us because they added to and improved the communicativeness of the speaker, but that speakers could communicate despite difficulties in these respects, approving nods could be seen in the audience. It was indicated that the purpose of debate was to try to out-think your opponent, not to out-talk or out-pronounce them, and that getting your ideas across to your audience, getting them to see the mistakes in the thinking of those who oppose your point of view, is fun as well as work.

Four kinds of debate were briefly explained. Here the use of seemingly spontaneous humor was effective. TOURNAMENT DEBATING was characterized as the type in which the debaters walk into an empty room "about half the size of the platform," seat themselves at tables facing each other, and wait until a "dyspeptic looking, bald-headed old man like myself (with a bob of the head to indicate the thinness of the hair)," walks into the room and says, "Huh, I suppose you are the debaters." The judge is then further characterized as complaining about the lack of a chairman and timekeeper, telling the debaters to "get started," putting his head into his notes and never looking up—with the result that the debaters, getting discouraged, start to debate **at** each other instead of about the question. At the conclusion, the judge is purported to say: "Well, I suppose you want to know who won? In my opinion the team that did the least worst debating was . . . . . "

DECISION DEBATING was presented as the type in which the debaters sit on a platform "just like this" before an audience "just like this except that, maybe, there are a few more older persons present." "There is a difference, though. There are three judges in the audience, and the debaters know it. Consequently, the first debater usually comes to the platform something like this . . . Here I step forward and impersonate a debater, peer into the crowd, pick out a teacher or administrator, comment, "There's a person who looks like a judge," and **ad lib** about why or why not this judge might vote for me if I concentrated all of my attention upon him or her. In similar fashion two others would be singled out and "analyzed".

EXHIBITION DEBATING was disposed of by explaining that the debaters in this type really exhibit all that they have learned. I would take a step forward and, **ad libbing** the opening sentences of a debate speech, would burlesque the elocutionary and "arty" style of delivery accompanying this with an overbroad "Harvard accent."

DEMONSTRATION DEBATING was designated as the type which the Utica debaters would exemplify. This was the type in which the debaters followed the rules of procedure and did their best to communicate ideas rather than to try to win votes or to impress audiences. It was further indicated that what would actually materialize would be as much of a surprise to me as it would be to the audience since my debaters were never consistent and that it was entirely possible that, with four of them speaking, all four types of debate might be presented.

In explaining the procedure of formal debate, I described the duties of the various speakers, and introduced each speaker by proper name and by nickname or characteristic in order that he or she might be differentiated from the others and become a distinct personality. Rebuttal, for example was described as that part of the debate in which the debaters indicated that their "opponents have said that . . . , BUT . . . ; they have also said that . . . , BUT . . . ; hence the term reBUTtal."

The students were promised that the program would not run overtime. In fact, they were told, "To help you tell which debaters are running overtime, one of the girls seated in the front row will stand and stay standing until the speaker has finished. As long as she stands, you don't pay any attention to what is said and then the speaker will stop because he'll know it's no use to go on. However, there is **one** rule that we must remember! The speaker is entitled to finish his sentence! Have you ever heard of a compound sentence? Or a complex sentence? Or a compound-complex sentence? Well, I have a suspicion that you will hear one or two of these before the afternoon (or morning) is over." Students always watched for the timekeepers to stand, listened for the end of the sentence, and got a kick out of having a debater tell the timekeeper rising just as he finished his remarks, "Beat you that time!"

The students were also reminded that "after the completion of the formal debate, I'll be back to inflict myself upon you again and to give you a chance to ask any question you have in mind from any one or from all of the debaters." They were asked to make mental notes of significant omissions and statements with which they disagreed or the truth of which seemed uncertain.

The first speaker for the affirmative, in opening the debate, always made some reference to the remarks made in the fifteen-minute prepara-

tory period, and all of the speakers adapted their illustrations to their particular audience. That the debaters were successful in communicating ideas is attested by the questions asked in the open-forum which followed the debate, by the unwillingness of the students to return to their classes, and by the number of them who remained after the assembly was dismissed in order that they might continue to discuss Federal World Government with the college debaters. That this success was not momentary is proved by the letters of commendation received from the school officials and by the invitations to return again this fall and next spring with a similar program. There is also some talk among the schools of organizing a debate league after the annual presentations of college debates have further stimulated student interest.

Did the high school students always ask questions spontaneously during the open-forum period, or was it necessary to resort to methods of stimulation? Only twice in the twenty-four programs was it necessary to stimulate the audience. On these occasions the old comparison with kissing was used: "You know, getting people to ask questions is a good deal like getting a girl to let you kiss her — It takes a lot of planning, persuading, and time to get that first kiss; but, once you get it, the others come along fast and furiously. Now, who wants to be the first to kiss our debaters? I'm sure you boys wouldn't want the girls to be first in this! Which boy has the first question?" After the laugh, there was always a question waiting, and from then on the questions did come fast and furiously.

In presenting these demonstrations before high schools, we used thirteen members of the debate squad. The composition of the teams was determined by a variety of factors: whether a debater would need to "cut" a class in order to go, how many times he had already missed that class, the number of debates in which he had already participated, the proportion of experienced to inexperienced debaters available for that particular program, etc.

Although many of the schools visited were within a twenty-mile radius, some were as far as seventy miles distant. The total mileage covered on these trips was more than one thousand miles. The smallest audience numbered around sixty and the largest was in excess of seven hundred. The total number of high school boys and girls who heard their first formal debate was approximately five thousand.

Enemies of Academic Debating

JUST WHO THEY ARE!

By P. E. LULL,
President Tau Kappa Alpha,
Purdue University

OUR recent survey of Tau Kappa Alpha has revealed the fact that debating, in some parts of the United States, is as dead as the proverbial dodo! In some other places it's in a dying condition. As a leading forensic honor society, Tau Kappa Alpha must be concerned about this state of affairs. Much of our strength depends upon the status of debating activities. Where debating is strong, TKA is strong; where debating is dropped, the TKA chapter usually becomes inactive. It is to our interest to find the cause of decline — who are the culprits in the cases?

There are those who maintain that "the war is responsible—forensic staff people went into service or took other jobs—student enrollment dropped—debate budgets were trimmed—and it's going to take time to get back." True, the war did deal our activities a staggering blow — even now there is a shortage of competent personnel — adequate funds are not available. But the charge that "war did it" represents a superficial analysis. War only delivered the coup de grace. The real villains are speech people and the debate coaches themselves! Here's a partial list of the offenders:

1. The "Win-at-any-p r i c e r s." They're skilled in the knowledge of tricks and "strategic maneuvers." Their "fine records" prove that they know how to coach teams to win contests. But these unscrupulous frauds have developed a vicious type of speaking that has brought debating into disrepute in academic circles. Their poor student "debaters" wake up one day to find that they have developed a set of skills that are not only of no use, but also a handicap to them in the world in which they must live and work.

2. The "Tournament Boys." Admittedly, debate tournaments have their good points, but these people have practically eliminated campus debates and substituted tournaments. In four or five tournaments they can run up a total of 100 "debates," and then boast of the number of contests held. But they've buried debating in the back-halls and cubby holes of our campuses. No wonder there is no faculty and student support of debating in many schools. They never hear a debate.

3. The "Well-wishers." They think they believe in debating—but they

PROFESSOR P. E. LULL

Professor Lull is a member of the Speech staff of Purdue University, Lafayette, Indiana. In addition, he is the National President of the Tau Kappa Alpha National Forensic Honor Society. Our readers will remember him as Chairman of the National Committee on the Selection of Last Year's College Debate question, and for his articles in the Debater's Magazine as a member of this Committee and as critic judge of the debate on the high school subject printed in the March, 1948 issue of this magazine.

IT IS OUR OPINION

ED. NOTE — This article is the contribution of President P. E. Lull of Tau Kappa Alpha to the May 1948 number of The Speaker, the quarterly journal of that order. For frank and outspoken comment it is one of the most courageous articles we have seen in some time. It does not mince matters; it calls a spade a spade, and puts the blame for the present situation in debate and speech contests exactly where it belongs. There are teachers in Speech who will not like it, but if they are willing to face truth, it will do them good to read it. We do not agree one hundred per cent with everything Professor Lull says, but we are delighted that he said it.

are such confirmed optimists that they will not face the facts. They think that because we have had debating for a long time—we will continue to have it—it will come back. But that hasn't been true of some other activities. Chautauqua was a great institution—it died and disappeared; vaudeville was, for many years, a most popular form of entertainment—it died and hasn't come back! No, if debating is to regain its lost prestige, it's going to call for more than **Wishing!**

4. The "Faddists." They take up with anything new, and drop debating cold at the mere suggestion of something different. They **replace** debating with discussion meets or student congresses, instead of **adding** the innovations.

5. The "unconverted speech directors." They head the speech affairs of some of our schools—but they don't believe in debating, and since they do the hiring, there is no debate director on the staff. I could name a number of colleges, where TKA had a chapter, where this very situation now exists!

These are a few of the types of people who have contributed to the decline of debating. How much Tau Kappa Alpha and the proponents of debating can do to counteract their effects, I do not know, but the following positive actions might help:

1. Draw up a Code of Ethics for debating. See that it is widely publicized. Let Tau Kappa Alpha check the adherence of our chapters and members to this code.

2. Suspend chapters whose members are found guilty of violation of the code. This should serve to discourage unprincipled practices.

3. Suspend inactive chapters. Clean out the dead-wood in our chapter list. Make ours a roster of active chapters. Let each institution realize that specific standards must be **maintained** if the chapter charter is to be **retained.**

4. Encourage each member institution to restore audience debates to our campuses.

5. Rebuild our TKA regional organizations—under strong, interested leaders. Encourage district meetings; where possible, assist in the reestablishment of forensic activities in colleges where those activities have been abandoned.

6. Promote an integrated schedule of district debate and discussion tournaments under TKA control; discourage participation in wild-cat tournaments sponsored by non-speech promoters.

7. Establish a set of honor awards —to be made annually to those who have made outstanding contributions to society through their **forensic speaking.** Let the public know the kind of speaking that merits the endorsement of Tau Kappa Alpha.

8. Investigate the possibility of merging Tau Kappa Alpha, Pi Kappa Delta, and Delta Sigma Rho, into one national honor fraternity—eliminating the present wasteful competition and overlapping—and creating an organization of more than 300 chapters — financially strong—with a full-time secretarial staff.

The adoption of this eight-point program should provide an effective start in correcting the damage done to the cause of debating by the culprits named above. As long as there are men and nations—there will be a need for men with convictions, who can express those convictions effectively. If we are to achieve a better world—of free men—we must have the assistance of men and women who can Think Clearly and who can Communicate their thoughts to others. These are major objectives of debating. In the fulfillment of these objectives, Tau Kappa Alpha can and should take the initiative.

Toward Better Debating in Our Colleges

PERTINENT SUGGESTIONS

By HERBERT RAHE,
Willamette University

AFTER twenty years of debate coaching in Maine, Indiana and Oregon, plus serving on high school and college forensic tournament committees, I now propose a few changes in debate procedures. If college athletic coaches can standardize their rules from year to year, why can't we forensic people do the same for debate, and perhaps other speech contests? I must acknowledge that my present added interest comes from the fine contacts and the stimulating sessions at the Salt Lake City convention recently.

I propose that the national forensic honoraries unite in codifying debate judging standards. We might begin with E. C. Buehler's "The Ten Commandments for the Debater," listed in the Debater's magazine, June 1946. Then we might study F. W. Lambertson's "Plan and Counter Plan in a Question of Policy," from the Quarterly Journal of Speech, February 1943. More specifically, I suggest these problems:

1. The admissibility of evidence. Personal letters still crop out in debates. Public opinion polls are bandied back and forth. Personal experience is often used or abused as support. Quotations from card files are sometimes discounted in favor of direct quotations from actual sources.

2. Placing an intolerable burden on the affirmative. The negative is sometimes presumptuous in setting forth what the affirmative must do to prove their case; one often wonders if the negative plans to do anything! Actually the strategy is to pour on so many questions that no affirmative could ever hope to answer them, meanwhile the negative disclaims any responsibility—probably can not answer their own questions.

3. Plan and counter plan. The negative proposes to hang suspended between heaven and earth, not defending the present system, not advocating anything new and merely attacking the affirmative solution. On the other hand, the affirmative often retreats to the academic armchair to defend only the theoretical desirability instead of proving that the plan is practical. Some affirmatives go further by including **could** and **should** but draw a fine line with **would**—meaning that they are not concerned with whether or not the people or the nations will adopt the plan. I trust that most debate coaches concur in saying that **should** implies the necessity of proving a reasonable implication of practicality, even if not a detailed plan. Again, we might note Lambertson's article.

4. Burden for the negative. From the above comments, it is clear that

*From the March 1948 issue of the Speaker of Tau Kappa Alpha.

Worst Faults of Debaters and Judges Nailed

COLLECTED BY FORENSIC EDITOR WILBUR MOORE

ON THE ONE HAND— THE DEBATERS

A BOARD of four coaches who are nationally known for developing strong debate teams present here the chief faults of debaters. Read them. Then make out your list and send it to the Editor.

E. R. NICHOLS' LIST

1. Insufficient research or lack of adequate preparation.
2. Reliance on the gift of gab.
3. Head-on collision style—no conception of strategic debating.
4. Borrowing from other debaters —both slicker devices and arguments without any investigation to determine accuracy or honesty of statement.
5. Ossified cases—no growth or development. Indicates laziness and self-complacency—especially true of winners.
6. Lack of organization.
7. Inability to analyze debate subjects and draw issues.
8. Lack of conclusive and clinching evidence—too much general statement and personal opinion.
9. Lack of clear, convincing reasoning power.
10. Misconception of the debate process.

*From the Forensic of Pi Kappa Delta, March 1948 issue.

MARTIN HOLCOMB'S LIST

1. Repeated assertions without proof.
2. Inaccurate statement of opponents' statements.
3. "File-card" rebuttals.
4. Relying on denials and numerous questions for rebuttal attacks.
5. Rapid, loud and inarticulate speaking.
6. Substituting glibness of tongue (when he has it) for evidence and reasoning.
7. Lack of organization.
8. Faulty analysis.
9. Failure to clash.
10. Absence of authentic information on the subject.

E. O. WOOD'S LIST

1. Insufficient knowledge of subject matter.
2. Failure to meet issues.
3. Poor platform behavior.
4. Inadequate vocabulary.
5. Quibbling over terms of question.
6. Vagueness of affirmative stand.
7. Quibbling over burden of proof.
8. Misplaced oratorical endeavor.
9. Monotony of delivery.
10. General ineffectiveness of presentation.

GLENN R. CAPP'S LIST

1. Overstating conclusions—draw-

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ON THE OTHER HAND— THE JUDGES

THE WORST FAULTS of Debate Jud

Twenty widely distributed and representative debate squads from schools having Pi Kappa Delta chapters were asked to enumerate their chief grievances against debate judges. Here is the list of chief offenses drawn up by the four squads that met the deadline. Duplications of ideas have not been eliminated since the wording may give slightly different emphasis. Debaters, send your list to the Editor. At the end of the year a ranking of judges' faults will be made.

1. Use of substitute judges in tournaments who know practically nothing about debate.
2. Coaches who, as judges, "cut off" strong teams to ease their own teams into more favorable positions.
3. Coaches who, as judges, give the preference, often obviously, to cases which they themselves favor (and attempt to justify themselves to the "losing team" after the debate is over).
4. Judges who are apathetic—obviously. I admit that such apathy may be relative to the debaters' abilities, but our teams notice great differences in various judges.
5. Judges who take no notes, but who in the middle of a debate, write down their decisions and then sink back to wait for the end.
6. Coaches who, as judges, take notes and use them primarily to give their own team advance information.
7. Judges who are impressed by oratory far more than by debate. This is taking the easy way out.
8. Not judging objectively but with a predetermined evaluation of arguments.
9. Apparent non-interest in the debate.
10. Wishing to debate "issues" after the debate is over.
11. Evaluation of an authority because of political affiliations.
12. Giving an inferior team a decis-

I urge a clear-cut obligation for the negative to support some plan of action. Debate texts to the contrary, they should have some burden of proof the same as the affirmative and not merely a burden of rebuttal.

5. New evidence in rebuttal. Why not let the rebuttal contain any material as long as it is designed to answer points of the opposition? Exception might be made with the final closing affirmative speech.

6. Hair-line cases used on both sides of the proposition. The debaters use essentially the same material on both sides, adopt opposing arguments and evidence, and skirmish for advantages.

So much for the above six problems which need to be dealt with in order to improve debating. Now for an innovation which I plan to use in our forthcoming fourteenth annual Willamette high school speech tournament. We shall have four or possibly five preliminary debate rounds for eliminations. After that each person will formulate his personal solution or solutions for the problems of labor, embodying affirmative or negative ideas or some from both sides. He will be paired with his colleague, ranked individually, and judged in a total fashion as compared with the respective ability of the opponents in reaching, and if need be defending, the most desirable solutions in which he personally believes. This may not be debating but it does focus attention on the necessity of making decisions just as one must do when he goes to the polls to vote.

ion to keep them from getting discouraged.

13. A judge who says, "By all rights you won the debate but my decision goes to the other side because you failed to answer a point to my satisfaction.
14. A judge who debates and refutes arguments instead of letting the opposition do it.
15. A judge who prefers the "shotgun blast" method of interrogation and expects the opposition to answer any and all questions.
16. Nodding or smiling in agreement or shaking the head in disagreement.
17. Lack of debate training.
18. Inattentiveness.
19. Lack of judging experience.
20. Non-sympathetic attitude toward a case that differs from his teams' cases.
21. Biases and prejudices.
22. Basing judgment on irrelevant factors.
23. Rendering decisions in the light of the institutions or coaches represented by the competing teams.
24. Permitting a team to influence his judgment during an informal discussion or visit after the close of the debate.
25. Disregarding a particular debate and rendering a decision in the light of the competing teams' past records.
26. Taking into consideration only one or two of the following factors instead of all:
    a. case and argument.
    b. organization.
    c. evidence.
    d. refutation.
    e. delivery.
27. Dis-interested attitude toward debate.
28. Inattentiveness to speakers.
29. Allowing personal prejudice to enter as a factor in decision.
30. Using own knowledge to refute either or both cases.
31. Placing too much value on speaking.
32. Lack of understanding of types of reasoning.
33. Faulty conception of affirmative's burden of proof.
34. Failure to notice attempts of affirmative to use last rebuttal unfairly.
35. Conferring between judges when there are more than one.
36. Lacking of background knowledge of subject necessary to understand discussion.

FAULTS OF DEBATERS

(Continued from Page 111)

ing sweeping conclusions from insufficient evidence — extravagant claims.

2. Attacking personalities, appealing to prejudices, traditions, customs and ignorance as a substitute to attacking arguments directly with counter reasoning and evidence.
3. Arguing about the meaning of a proposition instead of debating the issues.
4. Resorting to name calling—for example, labeling a proposal as communistic without offering proof.
5. Failure to adapt constructive arguments to the cases as presented by the opposing teams.
6. Asking obviously unimportant questions as a strategical device to get the opposition to waste time.
7. Failure to debate basic issues—to lay down and defend a prima facie case.
8. Too much reliance upon "quotation from authority" as a form of evidentiary support.
9. Affectation in delivery — the failure to coordinate voice, body, and mind in the presentation of the debate.
10. Mannerisms of delivery, such as:
    (1) Carrying a pencil to the platform.
    (2) Continuous reference to notes.
    (3) Charging to or shuffling up to the speakers platform.
    (4) Clinging to and leaning heavily upon the speakers stand.
    (5) Continuous adjustments of glasses or wearing apparel.
    (6) Starting the speech on the way to the speakers stand.
    (7) Indirect eye contact—failure to look at the members of the audience.
    (8) Ungainly posture — resting the weight on one foot,

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Speech Personalities

WE PRESENT THE LATE GEORGE W. FINLEY

IT IS with mixed feelings of pleasure and bereavement that we bring before our readers the man featured this issue in Speech Personalities. George W. Finley was not a speech teacher. He was a mathematics professor. However, he is an example of one of many men not professionally connected with speech who have done heroic work in promoting it. His contribution to speech came in two ways: as active coach of the squad at the Greeley (Colorado) Teachers College for years and as Secretary of the Pi Kappa Delta Honorary Forensic Society for years. For 25 years he served in that capacity in Pi Kappa Delta. He was one of nature's noblemen, and one of the best loved figures in the history of Pi Kappa Delta. George was everybody's friend and well wisher. He was more than that—he was every member's helper and friend extraordinary. They would all swear by George and what he said was Pi Kappa Delta procedure. Conventions took his advice and did his bidding cheerfully. His smile of good will and genuine interest and cooperation won friends and admirers steadily

George W. Finley

through the years. He will be greatly missed and he will be remembered for years to come as one of the strong men of Pi Kappa Delta.

George William Finley made his first "speech," the cry of a new-born babe, on the old homestead in Kansas some forty miles north of Manhattan. He got his early education in the typical "little red schoolhouse," only this one was white. Later he went to college at the Kansas State Agricultural College, as it was then called, at Manhattan, graduating in 1896 as the youngest member of his class of 66, the largest one to be turned out by that college up to that time. He returned to his Alma Mater later on to take his Master's Degree. He did graduate work in the University of Chicago and in Columbia.

His first experience as a schoolmaster was in the country schools of Riley County, followed by three years in Chautauqua County. After a year as Superintendent of the Peru, Kansas, schools he went to Oklahoma as vice-president of the newly established State University Preparatory School at Tonkawa. For one year, during leave of absence of the President, he was Acting-president of that institution. In 1912 he joined the Faculty of the Colorado State College of Education and has been connected with that college ever since.

While an undergraduate at Kansas State he met Dora Shartel, who was a student there at the same time, and used the power of persuasion to get her to say "yes." Together, Dora and George have carried the heavy burden of the National Secretary's office for, as George himself states, "without Dora's efficient help I could never have kept up with the work of the office."

Mr. Finley is a veteran of two wars. He served in the Hospital Corps of the Regular Army during the Spanish-American War and was enlisted in one of the S. A. T. C. camps during the World War I. He took military training in college during his four years there and was Captain of Cadets during his senior year.

His interest in Forensics began when he became a member of the Hamilton Literary Society, one of the four societies on the campus at that time. Dora was a member of the Ionian Society, the sister society of the Hamilton. These societies gave training in debating and other forms of forensics besides furnishing the finest kind of practice in parliamentary procedure.

Soon after he began his work in the Oklahoma University Preparatory School, George organized the first literary society in that institution, under the name of the Fergusonians, in honor of the then Governor of the Territory of Oklahoma. During his first years at the Colorado State Teachers College, as the Greeley college was then called, there was no intercollegiate debating. In 1917 some of the students wanted to get that work started and knowing Mr. Finley's interest they persuaded him to organize a debating group and arrange for intercollegiate competition. During that first year his men's debate scheduled several debates with other colleges, the first one being with the Peru State Teachers College of Nebraska. Then in 1918 girls' teams were added. In that same year the group applied for and obtained a charter of Pi Kappa Delta as the Colorado Beta Chapter, National No. 22. The chapter was installed by Dr. Alfred Westfall of the Colorado Alpha Chapter. From that time until the Great War interrupted the program, these two chapters held joint initiation ceremonies each year.

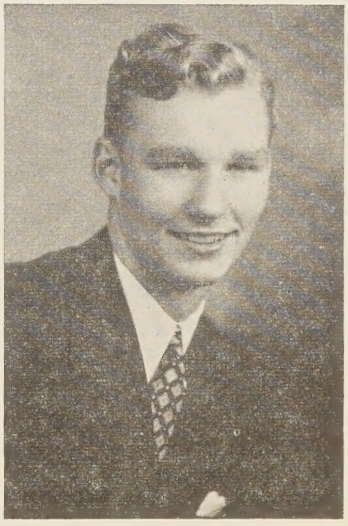
For some ten years Mr. Finley did the active coaching at Colorado State Teachers and acted as Sponsor of the Chapter until 1938 when Dr. S. R. Toussaint assumed that duty as head of the newly organized Speech Department.

Mr. Finley attended his first national convention, which was held at Morningside College, in 1920. Then in 1922, at Simpson College, he was elected to the National Council as First Vice-President, an office that carried with it at that time the chairmanship of the charter committee. Then at the Peoria convention in 1924 he was elected to the office of National Secretary-Treasurer, which office he still holds. When George first became a member of the National Council of Pi Kappa Delta, the active chapter roll numbered 62; it now numbers 181.

Mr. Finley has attended every national convention of Pi Kappa Delta since 1920 with the exception of those of 1942 and 1947, when he was unable to attend because of acute attacks of asthma just at convention time. In 1926 Secretary Finley and President Westfall put on the first national convention to include a national debate tournament. The task of organizing these national conventions with all their contests is the heaviest one that falls to the secretary's office. Carrying it out takes weeks of strenuous and painstaking work, but "it is great sport and the Finleys dearly loved the work."

With the help of Sylvester R. Toussaint of the Speech Department at Colorado State, Dora will finish George's last term as Secretary, and write "finis" to a great career in speech.

Outstanding Student



GEORGE H. FUNK
Wooster, Ohio High School

UPHELD FAMILY TRADITION

George H. Funk, national champion in extemporaneous speaking, was born at Wooster, Ohio, the son of Daniel C. Funk, Wooster attorney, who was himself a high school and college debater, and who at one time was the speech coach at Wooster High School. George's grandfather, Hon. Ross W. Funk, was a judge and for a time chief justice of the Court of Appeals of Ohio. George's mother, Elizabeth Reese Funk, is an alumna of Wellesley and The College of Wooster.

George's oldest brother, Edward, was a high school debate captain and a district champion in extemporaneous speaking. While in the V-12 unit at The Worcester Poly-

technic Institute he was chosen orator for his graduating class.

A second brother, David, also a high school debate captain and the 1944 Ohio champion in extemporaneous speaking, won the school's annual extemporaneous speaking contest while in the V-12 unit at the University of Missouri. Later, while a V-12 student at Harvard, he was a member of that school's debating team.

George was named "The Outstanding Freshman of the Nation" in 1945, an honor which his brother, David, had been awarded three years earlier.

While in junior high George set a standing record by winning a trophy each in extempore, oratory and debate.

In the Prince of Peace contests sponsored by the Ohio Council of Churches George established a county record by being a county winner in each of his four eligible years. During his junior year he reached the state semi-finals.

For four consecutive years he reached the finals in extempore in his NFL district. This spring he successively won the Northeastern Ohio, the Ohio and the national championships.

George was a successful captain of one of his school's "A" debate teams during the past two years. His team this past year won 36 and lost 14 debate contests.

In last spring's N. E. Ohio NFL student congress George was voted the "Outstanding President Pro Tempore of the Senate."

For four years George worked as a newspaper correspondent and this past year broadcast the football and basketball games in addition to writing the script for his own occasional sports show over WWST. He also participated in dramatics.

George, who graduated from high school in June, was president of Wooster's chapter of the National Honor Society. He will enter Princeton University this fall, where he expects to specialize in speech, English and history. He is undecided whether to follow writing or the law as a profession.

George is a blonde, has blue eyes, and is 6 ft. 1½ inches tall. He is interested in athletics and plays some baseball and basketball. Two years ago he pitched a no-hitter in the Wooster school-boy summer league.

1948 National Forensic Winners

VICTORS OVER 81 CONTESTANTS FROM 21 STATES AT CANTON, OHIO

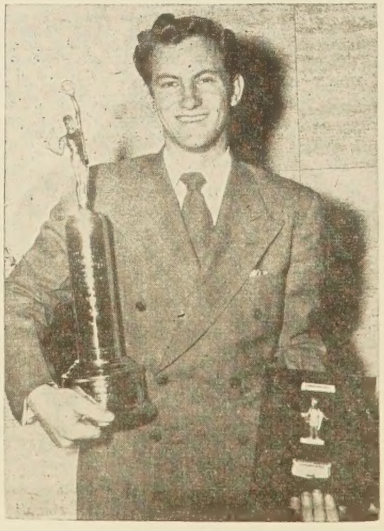
California, Wisconsin, Ohio and Missouri capture the honors at National High School Meet.

TWO FROM KENOSHA, WISCONSIN

Original Oratory
1st. Lloyd Ogilvie, Kenosha, Wis.

Dramatic Declamation
1st. Ralph Jenson, Kenosha, Wis.

TWO FROM SANTA ROSA, CALIFORNIA



Oratorical Declamation
1st, Dan Striepeke, Santa Rosa, Cal.

Extemporaneous Speaking
1st Richard Moodey, Santa Rosa, Cal.

Humorous Declamation
1st, George Funk, Wooster, Ohio

Radio Announcing
1st, Wanda Koenig, Normandy, Mo.

FAULTS OF DEBATERS

Continued from Page 112)

hands in pockets, slumping on the stand, feet too wide apart, swaying of the body and the like.

(9) Fumbling with such articles as watch chains and coins during the delivery.

(10) Talking directly to one's opponent with disregard to the audience.

PI KAPPA DELTA CONVENTION

The second biennial convention of Pi Kappa Delta since the war and the 16th since the beginning convention at Topeka in 1916 will be held at Lafayette, Louisiana with the Southwestern Institute early in April.

The war influx of hotel registrations has forced the order to return to college campus conventions instead of hotel conventions.

1948 National Pi Rho Pi Winners, Weber College

WEBER COLLEGE — 1948 Phi Rho Pi Champions who won at the Ogden Convention. Left to right: Laurence Burton,, Dee Ward Hock, Coach Leland Monson.

WINNER WOMEN'S INTERSTATE ORATORICAL

DONNA COMSTOCK

Culminating a highly successful forensics season for Dakota Wesleyan University was the national championship in women's oratory won by Donna Comstock at Evanston, Illinois, April 23. Advancing through the western division preliminaries on the 22nd, Donna won a clear-cut first place decision from five other area winners in the finals of the Interstate Oratorical Association tournament.

Miss Comstock, a junior whose home town is Mitchell, had earlier taken firsts in the state Intercollegiate tournament and at the Pi Kappa Delta "Little National" tournament at Fort Collins, Colorado. Her potent and persuasive oration "Those Not So Fortunate" deals realistically with the problems of America's illegitimate children and their solution. Miss Comstock is the first woman orator in the history of the school to win a national championship in oratory. Her parents, Mr. and Mrs. F. M. Comstock, live at 711 East Second St., Mitchell, South Dakota.

Her victory, however, marks the third time a Dakota Wesleyan student has taken a first in the National. Francis Case, Representative in Congress from the western district of South Dakota, won the national peace oratory contest for Wesleyan in 1916. Two years later, Lloyd Rising, now pastor of the First Methodist church of Lincoln, Nebraska, took first place in the national old-line oratory contest. Two years ago, George McGovern of Wesleyan took fourth place in the national contest.

1948 Ohio Champions, Class A

OHIO WINNERS: Left to right—Stanley C. Boylan, Coach; John Berger and John Versteeg, Debaters, and W. Hayes Yeager, Chairman of Speech Department, Ohio State University. These boys won the Class A victory over an enrollment of 450 Central High School, Lima won the "switch team" victory, Carrollton High, the Class B and Louisville, the "County League" championship.

CALIFORNIA WINNERS

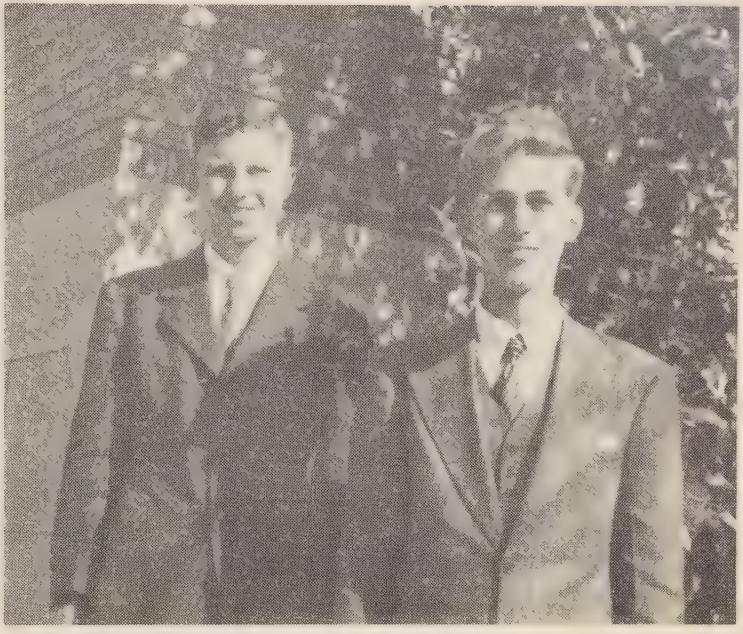
In California the Grossmont team, James Wallace and Raymond Gastil won twice over the Los Angeles High School team, once at the Redlands tournament on one side and once in the finals run-off at Bakersfield, on the other side. The team was coached by L. A. Smith, veteran Grossmont mentor. Although his contestants have won in other events several times this was Grossmont's first debate win.

WHY NOT YOUR PICTURE NEXT?

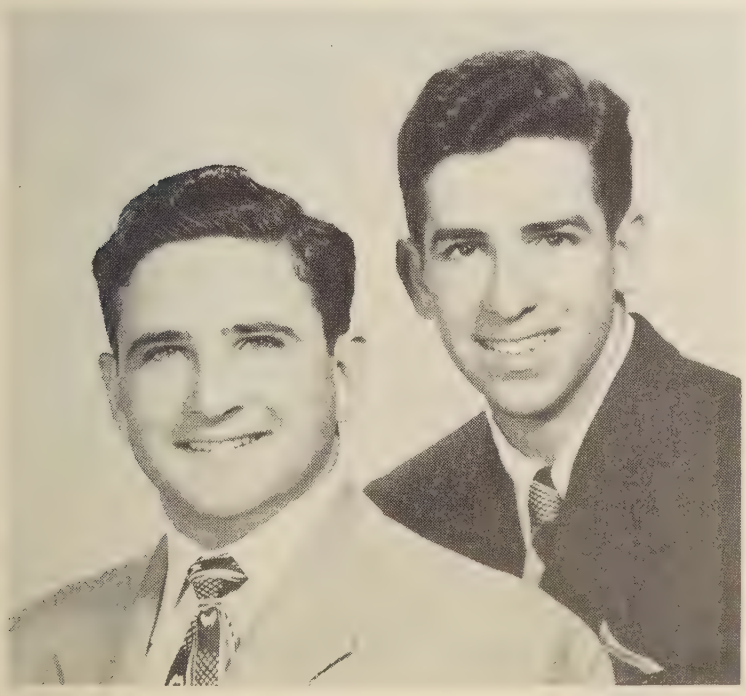
The Debater's Magazine plans to feature a Calendar of Events by months in the December issue. College Tournaments for colleges and for high schools will be featured, District and State high school meets and the honor society conventions and meets.

Kindly send us date and place of your tournaments, and when they are over, a report on the winners.

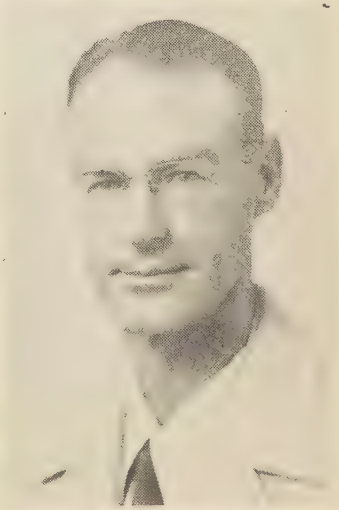
We hope to present many State and National winners in these columns in future issues.



California State High School Debate Champions, 1948.



1948 University of Florida Debate Team. Second at West Point National Meet. Left to right: Weston, Gordon.



PROF. WAYNE C. EUBANK
Coach of the 1948 Florida Team

Statistical Summary of the West Point National

SOUTHWEST RETAINS TITLE

North Texas State College First; University of Florida, Second.

At the West Point National Tournament North Texas State of Denton nosed through victor over the University of Florida in the final debate, although counting the five seeding rounds and the wins and loses in the Elimination Rounds the two teams were tied with 7 wins and two losses each

The University of Kansas and Purdue University reached the semi-finals with 5-3 and 6-2 respectively. Team wins by rounds are shown in the table below. Three-two survivors selected by a compensating ranking system. Seventh and twelfth columns show team scores.

Speaker Scoring:

Individual debaters were ranked by a point system which also determined which teams of the 3-2 score in the seeding rounds would go into the finals as follows:

1. Potter Kerfoot — University of Southern California.
2. Alec MacKenzie—West Point.
3. Gerald Gordon — University of Florida.
4. Harold Brack — Augustana College (Ill.)
5. Keith Parks—North Texas State.
6. Curtis Crawford—University of Chicago.
7. Ben Hearn — Texas Christian University.
8. Scott Whitney — University of Nevada.
9. Ed. Stollenwerck—University of Kansas.
10. Alan Westin — University of Florida.

CHART OF WEST POINT TOURNAMENT

	FIRST FIVE					6	7	8	9	10	11	12
University of California at Los Angeles	0	1	0	0	1	out	2-3					
University of Chicago	1	0	0	0	0	out	1-4					
Baylor University	0	0	0	1	1	out	2-3					
Navy	1	0	0	0	0	out	1-4					
Capital University	0	1	0	0	0	out	1-4					
University of Alabama	1	1	1	0	0	.....	3-2	0				
Holy Cross College	0	0	1	1	1	out	3-2					
University of Southern Calif.	1	0	1	0	0	out	2-3					
Gonzaga University	0	1	0	0	0	out	1-4					
Louisiana College	1	1	0	1	0	out	3-2	0				
University of Wichita	0	1	0	1	0	out	2-3					
Willamette University	1	1	0	1	0	out	3-2	0				
University of Florida	1	1	1	0	1		4-1	1	1	1	0	7-2
Bates College	0	1	1	1	0	out	3-2	0				
University of Utah	1	0	1	0	1	out	3-2					
Oregon State College	0	0	0	1	0	out	1-4					
North Texas State	0	1	1	0	1		3-2	1	1	1	1	7-2
St. Olaf College	1	0	0	1	1		3-2	0				3-3
DePauw University	0	0	1	1	1	.....	3-2	0				3-3
Wake Forest	1	1	1	0	0	.....	3-2	0				3-3
Dartmouth	0	0	0	0	0	out	0-5					
University of Nevada	1	0	0	1	1		3-2	0				3-3
Texas Christian	1	1	1	1	1	.....	5-0	1	0			6-1
Coe College	0	0	0	0	1	out	1-4					
Notre Dame	0	0	0	1	0	out	1-4					
Colorado University	1	0	1	0	1	.....	3-2	1	0			4-3
Army—West Point	1	0	1	0	0	out	2-3					
Southeastern Oklahoma	0	0	1	1	1	out	3-2					
University of Kansas	0	1	1	1	0	.....	3-2	1	1	0		5-3
University of Vermont	1	1	1	1	1	.....	5-0	1	0			6-1
Purdue University	1	1	1	0	1	.....	4-1	1	1	0		6-2
Massachusetts Institute of Technology	0	0	0	0	0	out	0-5					
Augustana College	1	1	1	1	1	.....	5-0	1	0			6-1
Swarthmore	0	1	0	1	0	out	2-3					

Good of the Order

COMPENSATING FOR BIAS IN DEBATE JUDGES

By PAUL H. PTACEK

"You did the trick when you quoted from **Mein Kampf. Mein Kampf** is my Bible." These were the words a judge directed to a debate team, to whom he had granted the decision, in a recent collegiate debate tournament. The judge, a faculty member hailing from the school of the winning debate team, was guilty of allowing his own convictions, and possibly a little more, to enter into his decision. The losing debaters, in spite of being told repeatedly that they must expect subjectivity on the part of judges and that the value of debate does not reside in the ratings and decisions, found it difficult to accept the judge's performance as reported above.

I do not take issue with the biased judge, for I feel that there is very little that can be done, under present tournament conditions, to improve the objectivity of the judges. However, I do feel that something can be done that will tend to compensate for the effects of non-objectivity of our judges, and at the same time, provide more realistic training for our debaters.

At present, our debaters do not have a chance to apply one of the cardinal principles of effective speaking. They do not have a chance **to know their audience and adjust their presentation to the audience**. A lawyer has an opportunity to delve into the background of the jurors during panel selection. He knows the political affiliation of the judge and usually a little of his background. A salesman studies the background and interests of his prospective customers. Our debaters have practically no opportunity to study or learn of the background of their audience—the judge.

Is it fair for us in our classrooms to stress this principle of knowing the audience and adjusting the

(Turn to Page 134)

Specimen Debate Division

Final Debate at the Pi Kappa Delta Tri-Province Meet
Ft. Collins, Colo., April 1-3, 1948

FEDERAL WORLD GOVERNMENT
First Affirmative

CULVER NELSON
University of Redlands

Honorable Judges, Friends, Members of the Opposition, and Colleagues: The members of the University of Redlands debate squad are very happy to meet the members of the Yankton Debate Squad in this debate this afternoon regarding federal world government. The resolution as stated is: Resolved, that a federal world government should be established.

In proceeding into the debate, we wish to define the terms: Taking our definition of federal from the Encyclopedia of Social Science, in which it says this: "Federal is the essential relationship involving a division of activities between autonomous parts and the central organs of the composite whole. Arrangements are inherently so conditional that it does not foster absolute nomenclature." The important point is that a specific plan is never necessary as such for a federal system. Going on to quote from Zink, a political handbook in that field — quote; "the residual powers in a federal system rest within the sphere of state control."

These are the two tests, therefore, of a federal system. The members of the Affirmative team, in prosecuting this debate will do so under three specific contentions—each of which support a need for some sort of government, and the preference of the Affirmative team in this debate is that it should be a federal government.

Point number 1. Government is needed to lessen economic friction or deal with economic phenomena. The very fact that nations have trade one with another is a reason for them to have relationships one with another. As a matter of fact, if nations had no trade between each other, they would in essence have no basis for having relationships with one another. Therefore, trade in itself is the basis upon which various nation states come together and have relationships as such. The history, for instance, of the rise of city states is a history of the rise of economic conditions, which were apparent and existed between various of these city states. Until such time as trade occurred between these various political entitities, there was no reason and no basis for them having relationships with one another.

The year of 1948, the existence of the Marshall Plan, the existence of bi-lateral and unilateral trade agreements, the existence of the reciprocal trade program originated by one of our Secretaries of State, each are mute testimony to the fact that primary relationships between nations are always based on trade—always based on economic phenomena and economic factors. Therefore, point No. 1 in the contentions of the Affirmative team: — Government of some sort is necessary to lessen economic friction or to deal with economic phenomena.

Point No. 2—World government is needed because of the nature of technological demands. The existence of high speed transportation and the vast methods of communication have practically annihilated time and space. The very fact that Wendell L. Willkie wrote a book on, "One World," is mute testimony to the fact that we live in an order which technologically has reduced this community to one world and to one world community. We are in all but the thinking of many people, a world community and a world neighborhood. Coupled with transportation and communication devices of this sort have come the existence or the creation of absolute weapons of warfare. The invention of the atomic bomb, of biological warfare weapons, et cetera, have coupled with these technological changes in the sphere of transportation and communications and have made one world, and the essence of the political situation today—one in which only community is present. Therefore, in the first instance, whereas government is necessary to lessen economic friction, world government is necessary to deal with the technological implications of these economic phenomena.

Therefore we come to point number 3.—If world government is needed because of technology, some sort of government is needed because of economic factors, we think, in this debate, that a federal world government is the most adequate solution to the difficulties and the needs presented to such a government. We believe it for a variety of reasons; but, before going into these reasons, we would like to clarify our position in the debate, and we would like to know the exact position which the members of the Negative team are taking during the course of this debate. It occurred to the members of the Affirmative team that the Negative can take one of three positions and defend it. First, they can support the **status quo**, which is, in itself, world government, but a confederal form. Or, they can revise the present or **status quo** and return to the old nation state system of alliances, treaties, and balances of power. Or, thirdly, the Negative can defend some counterplan contrary to a federal form of world government. But the Negative must take one of these three positions, because we cannot argue in a vacuum. We cannot say that federal world government is undesirable because federal systems fail. Because federal systems have failed; but so have all sorts of governments. Therefore the question for debate today is this, and it is specifically this: which form of government will more adequately meet the needs of the world today—a federal form or some other form which the members of the op-

position must necessarily support, for we cannot argue in a vacuum.

The United Nations organization is in itself a step away from nation state arrangements. It is a recognition of the fact that government is necessary to handle economic friction, and that world government is necessary because of technological conditions today. Other methods have failed, however, and the United Nations and the League of Nations were established when they had failed. Now these have failed. Seemingly the United Nations is failing and certainly the League has already failed. But now, whereas, we have the United Nations or a confederal form of government, we are moving away from confederation toward federation, and that has become the trend in the thinking of the leaders of the world. For instance, in a small pamphlet called, "Humanity Tries Again," by Felix Morley, published last year, we read this: (quote): "Member states in the United Nations organization without the veto power have definitely ceded a wide area of traditional sovereignty to the Security Council—a tentative step has, therefore, been taken toward the creation of a federal union." What in essence is the meaning of this? That smaller nations in the United Nations have already recognized federalism in government, have surrendered their sovereignty to the big five, and so in essence they have recognized federalism. Only the big five fail to recognize it.

Quoting Cord Meyers, jr., in a book written last year called, "Peace or Anarchy—" quote: "Recent public opinion polls show that more than 70 percent of the citizens of the United States are ready for such a move to federal government. In England, every important leader in both major parties has come out for world federation. France and Italy have written provisions for transfer of sovereignty in their constitutions." (End of quote.) Besides that sixteen state legislatures in the United States have supported some sort of world federation. These are trends; first, toward confederation, and presently — toward federation. Therefore, under our third need — having established the first two: that government is necessary to eliminate economic friction, that world government is necessary to meet technological conditions — we ask ourselves the question: Why federal—to meet the political conditions.

First, because the only adequate basis of cooperation is that which exists at the majority level. The very fact that people are people shows to us that you can never create 100 per cent cooperation. Yet the United Nations organization in recognizing that some nations of the world will not cooperate with forward moving enterprises, at the same time does not recognize the principle that cooperation must be on the basis of the majority decision. Instead, they operate on the basis of 100 per cent decision or nothing. Therefore, point number 1. A federal system is the most adequate political way of handling the world's difficulties, because it can best meet the arguments relative to cooperation. It does not demand 100 per cent cooperation, but can exist merely on majority rule, which is the only way you can deal with human beings so long as they stay human.

Point number 2: Federal systems have been the only systems, which have ever given effective police power to the instituted laws which the government they represent has put forth. No confederal system has ever devised an adequate police force which could operate within the confines of the confederation and has suucceeded. The Western Hemisphere bloc, the League of Nations, the United Nations, are mute testimony to this fact, yet in federations such is not the case. The bringing together of the colonies in the United States for the first time provided an adequate type of Police force which could regulate interstate commerce and which could regulate interstate relations. Therefore, point No. 2: Why federal? Because it is the only system devised that has ever met the police force requirements of a nation state system.

Point number 3: Why federal? Because the only adequate control of international trade can come through a federal organization. First, because tariff barriers cannot be lessened when a confederal form is present. There still needs to be bilateral and unilateral and such trade relations as must exist on the basis of 100 per cent cooperation rather than on the basis of the needs, the desires, and the wants of the total world community. Only a federation can meet the economic necessities in the world of today, and only a federation can adequately control tariffs and can control the walls which are erected because of these types of barriers existent between the economic relations of nations. Therefore, for these first three reasons and later for three other reasons which my colleague shall establish, we answer the question: Why Federal?

In brief review, we point out; first, government is needed to lessen economic friction; secondly, world government is needed to meet the technological conditions in the world, and thirdly, federal world government is the best political solution to these first two needs. For these reasons, we stand in favor of a form of federal world government.

First Negative

ROBERT FANSLOW
Yankton College

It is indeed a pleasure to meet the University of Redlands at this time and to meet them in this final debate. We both have come through trials and tribulations in this tournament, and will see how this comes out at the end.

As the Affirmative have informed you, they are establishing and upholding a system of federal world government. Now we believe that they have set up a definition of terms, which, as far as that definition goes, we would accept as such, but I would like to add at this time a few more technical points, possibly to this definition of terms to possibly clarify it in the minds of the audience. It is the contention of the Negative that federal world government or any federation must be possessed of three basic qualifications. First of all, the right of secession has disappeared. Secondly, the federation must act directly upon the individuals of the various member states which join that federation, and lastly, the federation must be empowered to enforce its decisions.

Now that part of this definition which I should like to take up at this time, and which we feel is a necessary qualification to the definition, which the Affirmative have established, is the idea of establishing federal world government di-

rectly upon the individuals as such. Now, insofar as federations act upon individuals of the various nations or the various states that compose that federation, that assumes then that the individual must take a certain amount of responsibility towards a federal government. Now we are going on the assuumption—I hope at least we are—that this federal world government, at least in its technical, overall structure, is going to be democratic. Could we ask this question of the Affirmative, then? Insofar as the citizens and the peoples of the world have to assume a certain amount of responsibility, will they assume that responsibility towards the federal world government by electing the representatives to that federal world government? And if the peoples of the world are not going to accept the responsibility in this manner, then how does the Affirmative propose to have this responsibility fulfilled by the peoples of the world? Because there is this responsibility inherent in federation—the fact that insofar as federation acts upon the individual, insofar as the individual must obey the laws of the federation, he must assume certain responsibilities.

We'd also like to go on and point out to you the fact that insofar as the federal government must act directly upon the individual as such, there are certain political philosophies in the world, certain political governments in the world, which may resort to—staying—let us say, staying out of the federal world government — if the federal world government acts directly upon their individuals. I have, let us say, reference to various tyrannical forms of government—let us say Russia, China and so on. If the nation knows that the federal world government can act upon its people, and impose upon those people certain economic, political and social philosophies which are contrary to the goals and the welfare of that government, then, we say that such governments will have no part of any federation, which the Affirmative may propose to establish.

Let us go on now and look over possibly a few of the points which the Affirmative have brought up in supporting their need for federal world government.

The first point which they have told us is essentially this: that government is needed to lessen the economic friction and the trade barriers which exist between the various nations of the world at the present time. They have told us that only federation can lessen tariff barriers because federation does not imply 100 per cent control or 100 per cent cooperation. Yet we would say this: trade barriers can be lessened by various other means between nations—let us say—preferential trade agreements — let us say reciprocal trade agreements, and so on, and possibly even free trade areas in the world.

And we'd also ask the Affirmative, if they are going to take into consideration the various economic phases of the world, how they propose to control the international business cycle, which is one of the fundamental factors which make for economic warfare between nations. We wish that they would show to us in the framework of the federation as they are proposing to establish it, how they propose to take care of these various economic and business fluctuations, which go from prosperity to depression and vice versa within the scope of the modern world, within the scope of the capitalistic system as we know it.

Since we have one world as they call it, we must have forgotten. Because we seemingly have this great technological demand, we have one world. We have one world community, they tell us. And yet I would rather doubt this. N. P. Helcovich, who is professor of Political Science at the City College of New York, in Harper's Magazine for November of last year—Harper's Magazine that's so famous for its Peter Drucker statements—tells us that we are all in the same boat—but that we are all in the same boat does not prove the existence of a world community. Neither does the fact that in time and space Moscow is only a day's travel from Chicago, nor that a decision taken on the Potomac may intimately affect the livelihood of a peasant in India. Still less can we convince men that they are brothers by frightening tales of Hiroshima.

These are all pressing reasons for accelerating the growth of world community. In other words, these technological demands may possibly show to you gentlemen that there is a certain need for accelerating world community, but it does not show that there is a world community existent. It is the contention of the Negative in this debate that the Affirmative, before they can establish an effective world government are going to have to—first of all—show to us effectively that an effective world community of nations does exist. We find that stable governmental institutions come about when there is a likelihood and a likeness of community. You have to—first of all—have a likeness of interests, a likeness of traditions, culture, histories and social philosophies. In other words, social institutions, social governments are not the beginning of the process, but are the end of the process.

Now what the Affirmative would like to have us do today is to essentially do this: They would say—let us establish a world government; let us establish a world community, when in effect no one likeness of community does exist. First of all, we have to integrate the world into a more likelihood, into a (more) greater whole, before we can hope to establish this world community which they say already does exist. As a matter of fact, this world community does not exist. We have only to look in the various sections of the world today; we have only to look in India and China, in Palestine, Indonesia, and Southeastern Europe, and so on; we have only to look at the various political, religious, and economic differences in the world today to see that a world community most decidedly does not exist in the world. And yet it is one of the fundamental tenets of Political Science that before you can establish an efficient world community—before you can establish an effective world government, you must have a world community.

Going along with this idea though of world community, is also the idea that the Affirmative are going to attempt to blue print a constitution. Now the Affirmative say that they are going to establish a world government — they haven't given us their plan as yet—but we hope that they will do that in the next speech. But we take it for granted that they are going to have a group of men sitting around a discussion table, much as we have been discussing this problem here the past few days,

and these men are going to sit around this conference table and they are going to draft a constitution—points 1, 2, 3, 4 and 5. They are going to draft those points, and blue print it. And yet it is another tenet of Political Science that stable governmental institutions and stable constitutions are the result of evolutionary changes rather than revolutionary changes. Stable constitutions are not blue-printed; they come about through a long series of evolutionary processes. And yet the Affirmative would have us sit down, they would have us draft the constitution overnight, and they hope that that constitution would be law, and that law would be effective. No, the fact is this:—you must first of all have an evolutionary nature of your constitution, before that constitution can hope to be, and evolve it into a stable governmental institution.

Then the Affirmative dwelt at great length on the fact that the United Nations and the League of Nations and various other confederations are failing at the present time and have failed in the past. And they told us that under federal world government, it does not require 100 per cent cooperation. And yet, gentlemen, we are going to find that in the establishment of federal world government the same ingredient is necessary that is necessary for the success of any confederation be it the League of Nations or the United Nations—and that is cooperation. For, the cornerstone of federal union is voluntary cooperation—the voluntary 100 per cent cooperation of all the nation states formulating within the framework of that federation. In other words,—if you have cooperation within the framework of the United Nations, there is no need for federal world government. And yet at the same time, you have to have that same cooperation to achieve your federal world government.

If the United Nations and the League of Nations have failed, as they tell us, and there is no cooperation in the world today between the various independent entities known as the national states, then how can we presuppose that there is going to be the establishment of a federal world government? Oh, to be true—the Affirmative have given us o series of polls, wherein 70, 80, or maybe even a hundred per cent of the peoples of the world are in favor of federal world government. Well, in the first place, I'd simply raise this question in our minds—many people sign polls and they don't know really what they are signing.

But the Affirmative went on and told us that many of the nations of Europe are in favor of federal world government, and they mentioned England and so on. Yet we would point out—and this is pointed out by Stephen M. Shebell in his—this little pamphlet magazine—The Student Progressive—when he tells us that as to federalist propaganda asserting that all Western Democracies of Europe are ready to fall in line—an official of the Belgian Purchasing Commission, astonished at the volume of federalist advertising recently declared that in Belgium world government is placed on a panacea par with nudism.

So, therefore, gentlemen, we feel that possibly the peoples of the world may recognize the fact that world government may be a panacean solution. But when you get right down to the practical realities of a solution they realize that the cooperation which is necessary, the facts that are necessary for the creation of a federal world government are not found in today's world.

Second Affirmative Constructive

MALCOLM SILLARS, University of Redlands

Honorable Judges, Members of the Opposition, Friends: Today we are faced with the proposition: Resolved, that a federal world government should be established. The Affirmative has established its first contentions in this debate, and at this time would like to renew the case of the Affirmative and bring it out in its full conclusiveness. Let's consider what the members of the opposition have placed before us in this debate and what contentions they bring to us.

First, a question—will the people of the world accept the responsibility of such a government. Well, that's a rather difficult problem to answer—whether the people of the world accept the responsibility of such a government. However, it would be interesting to point out that under a system of federal world government they are at least given responsibility. Whereas under a system of confederal form that we have today no responsibility is even given to the people of the world. Consider further, the members of the opposition point out that governments will stay out when a federal world government can act on the individual, and they maintain, that in this debate, we must defend that a federal world government can act on the individual. Well, gentlemen, let's start with the first contention that a federal world government must act on the individual. In the first place, there is a definite distribution of powers to such an extent that a federal government in the United States can act on the individual only when he violates interstate action. The members of the opposition point out that the governments will never enter such a government as world government—totalitarian nations such as Russia — when that federal world government acts on the individual. By the very definition of federal we know that the government does not act on the individual, and, therefore, the members of the opposition begin by assuming through this false definition that totalitarian nations such as Russia will never join such a plan.

Consider further,—the members of the opposition ask how we can control the international business cycle. Gentlemen, there isn't an economist in the United States that can control the international business cycle, and we all know it.

Let's go further—members of the opposition point out that there is no world community. My colleague was pointing out there was a world community technologically. We are forced to accept the fact that there is a world community, and the very statements of the members of the opposition admit this. They point out that what is done on the Potomac is of extreme importance to the people of India. Does not this indicate one world? Consider further, stable government comes about only when there are like ideas. Let me point out that in the United States we have two types of law: French law and British law. Louisiana has an entirely different law system from that in the state of New York. Consider further,—during the depression in the United States, the state of Utah was practically on a

communal system, much like that of communism, despite the fact that it was based on a religious belief. Further, we have had several towns and cities in the United States, principally in the Middle West, (I don't like to say this,) but principally in the Middle West, in which they have established entirely different ideas and gone on a communal basis such as Russia has,—and still we exist in the same government with them.

Members of the Opposition point out that the community must come first—that stable constitutions cannot be brought out without evolution. Well, gentlemen, stable constitutions may not be brought about without evolution, but at the same time, there was no evolutionary process passed by the confederation system before we established the federal system in the United States.

The evolution, gentlemen, came after—not before the constitution was established.

Consider further, the contention of the members of the opposition, that the corner stone is one hundred per cent cooperation, that with one hundred per cent cooperation the United Nations can work, that it takes one hundred per cent cooperation to make a federal government work. What does this mean? This means that the members of the opposition are trying to tell us in this debate today, that we at the present time, if we have—or we could have in the United States one hundred per cent cooperation among the peoples of the United States — therefore, drop the American federal system and go back to the old confederation system which we had before, which never worked, despite the fact that there was just as much cooperation under a confederation as there was under federation—but what was the situation? The law, the body, the constitution was not there. The need —the law, the constitution—in order to make that cooperation that existed at that time to blossom out. One hundred per cent cooperation, gentlemen, is unobtainable. Therefore, we demand that we debate in this particular debate today on the basis of getting the best possible solution for the world's ills today, and not sit back and wait for one hundred per cent cooperation. If there were one hundred per cent cooperation in the United States, there would be no murder, there would be no criminal rates. But what's the situation? We still have it. Does that mean that the federal government of the United States should not be allowed to exist? Certainly not.

Consider further,—the advantages of the federal system. First, it means the abandonment of the veto — the first criterion for any government— whereby a single nation cannot control the rest of the world on specific measures. Secondly, there is no large power domination. Consider the confederation that we have in the world today. And consider that two great nations—possibly three— the big two and a half—they dominate the world today—Great Britain, the United States and the Union of Soviet Socialist Republics. Consider that the little nations have no vote whatsoever. Consider Trieste and Palestine, and the situation that exists there. The United States by merely shifting its position has placed the world in a position whereby we are dooming the United Nations to failure, because the United States by itself can destroy the United Nations organization. Consider China—a quotation by Lin Yu Tang, as he speaks of the millions in China in "Between Tears and Laughter," "The world federation enabled China to develop industrially without exciting the fears of other great nations. Without the world federation, power politics might dictate that another nation should strike at China sooner or later to prevent her 500 million from becoming too powerful industrially and, therefore, militarily." What's the situation? Nations, not able to compete in the world today, dominated by the nations that have the power.

Consider further — my colleague has pointed out, third, that the world federal government coordinates the activities of the member states, not of the individuals within the member states. First, through economics he has pointed this out. By coordinating activities—does not necessarily mean that we will cure all ills, as no plan can cure all ills, —and as the federal government in the United States has not cured all ills—but certainly it is better than a confederation, and is better than no government at all—since the members of the opposition have proposed nothing so far in this debate today.

It means help in social welfare. Consider the problem of the Danube and the Rhine. They have caused trouble for year upon year—war after war—caused by this basic problem of waterways—why? Because nations are unable to get together and decide at that particular time! Each individual having equal rights to those waterways. The problem of the Dardanelles stares us straight in the face today. When we realize that a small nation, like Turkey, has bottled up the great Union of Soviet Socialist Republics, regardless of what your opinion may be, consider what the international control of the Dardanelles, of Gibraltar, of Singapore Straits, of the Panama Canal would mean to international domination by large nations.

Consider further, as I pointed out, the problem of criminality—which can be considered when it moves from one state boundary to another. Today, you can commit a crime in Western Europe and go into Eastern Europe and no one can stop you. But under a federal system as soon as that individual crosses the line, he immediately becomes subject to the federal government rather than the state government. It means a codification of laws, something we have never had, and we certainly need in the world of the future.

My colleague has pointed out that it does not mean one hundred per cent cooperation, and it is the only idea and the only plan, which can adequately support a police force to stop international aggression.

Consider the fact that it also reserves certain rights to the states that are necessary—the cultural areas, the religion, the problems of internal economics and politics, until we can adjust to a stable world economic system. What does this mean? We have presented in this debate—six points. First, it means the abandonment of the veto; secondly, no large power domination; thirdly, federal government coordinates the activities of the member states; fourth, it does not mean one hundred per cent cooperation; fifth, it means a police force; sixth, it still leaves rights to the states which should be left to those states because of their religious and economic ideals.

Consider at this time a plan for federal world government. Not a panacea—not a cure-all—not the plan that will ordain the end of all wars for ever and ever, because surely we know that there is no plan alive on the face of this good earth that can do such a thing. We maintain that a system of federal world government is far superior to anything that we can find at the present time, and especially the **status quo,** which is leading us directly into two armed camps and consequently war.

First—two houses—one based on nations — that is — individual supremacy of the nation, just as we have at the present time in the world today, each one having equal votes in the one house. Second, one based on population and international trade. In this method those stronger economic nations such as Russia and the United States cannot dominate the highly populated nations such as China, and the same is true in the reverse. Further, there is a cabinet form of executive, which means that there is not the possibility that there is under other forms of government, under the usual forms of federal government of having a dictatorship by the use of presidential power. Consider further a world court to determine the ills of the world and correct those problems as they exist. Consider that taxation will be worked out by the individuals participating in this government.

Therefore we have presented a plan. We have shown you that the arguments of the opposition do not hold in this debate today. Furthermore, we have shown you six conclusive proofs that the federal system should be adopted in preference to all other systems. Therefore, we advocate at this point in the debate as members of the Affirmative team, and as members of a world community, that we establish a federal world government.

Second Negative
JOHN F. BRIGGS, Yankton College

Ladies and gentlemen: It is indeed a pleasure to meet the Redlands University team, and, as we ponder this particular question of the establishment of a federation, perhaps we should attempt to gain some common ground upon which we can discuss this proposition of federation. My colleague and I have seen fit to refer to the Political Scientist definition in contradiction to the Social Scientist definition of what a federation is. However, we do not feel that this basic difference is serious enough to hinder the progress of this particular debate. However, we would like to make it very clear, that Professor Sait, the eminent historian and political scientist of California, I believe, in writing in this particular book—Political Institutions—a Preface—brings this to a head, when he says, that primarily the right of secession has disappeared, that it acts in some matters of importance directly upon the individual, and lastly that it possesses those substantial powers which can be worked against the member states. So we think that perhaps while we may be delving some bit on trivial matters of federation that it is fundamental primarily from the Negative standpoint because we believe it is essential in our world politics today to recognize the importance of the individual. And as the members of the opposition are attempting to set up an organization that does act upon the individual, then, we want to ask how, in the face of that particular definition, in the face of that particular type of federation, can they anticipate 100 per cent cooperation, or even unanimous or somewhere near majority cooperation in the establishment of world federation?

We would further like to point out, that to solve technological and scientific problems, it would seem of extreme necessity, well recognizing the interpendence of the world, which we will agree with the members of the opposition, that it is of extreme necessity to solve these particular problems on a world wide basis. It would seem most imperative to Mr. Fanslow and I that we should set up a world organization that is primarily and basically universal. However, if you incorporate into your charter, into your constitution, certain principles which violate certain held concepts and precepts that nations hold dear to them, it would seem to us that you are negating the possibility of anywhere near a universal solution of universal interdependent problems.

We would further like to point out in answer to what the members of the opposition have pointed out that such a particular point of a business cycle is, indeed, one of extreme seriousness for us to consider.

We would further like to point out that attempting to superimpose one particular type of government, which would of necessity, we feel, have to have one basic philosophy, one basic idea in regard to economy, would be a violation of this particular principle that John Stuart Mill so accurately denounced or brought out for us years ago, when he pointed out this particular fact—that you cannot superimpose one common form of organization over a number of diverse interior organizations, without creating dissension. It seems to us that in the importance of this particular question, that while the members of the opposition recognize the futility perhaps of their organization to deal with it, that they are negating the possibility of ever solving a worldwide problem by bringing only an organization that does not include all of the nations of the world.

Then they have attempted to tell us that stable government in the United States was developed and that we evolved after the constitution. However, we'd like to point out to the members of the opposition, that we had, in very much of a true existence, a federation or a community of a nation existing long before that constitution existed. We had a tremendous similarity of political institutions behind that particular government. We might point out the common heritage, the common background of our language and customs. All of these points, pointing significantly in the one direction—that you need a tremendous common similarity of interests behind an organization. We would like to point out, as my colleague has so ably demonstrated, that in order to set up a stable, firm, international government, it must of necessity evolve to that particular state. And while the members of the opposition we feel have so adequately demonstrated, just by pointing out the situation in the world as they are today, that it is full testimony that we do not have a community of nations sufficient to organize an international federation.

We would like to point out that another particular point that we must consider this afternoon is the fact that merely by attempting to transfer some of a legal authority, a legal sovereignty, does not of necessity transfer the actual or de facto sovereignty. We find that this particular condition has existed all through history. In which, if we were to assume that with merely the transfer of the de jure sovereignty, we would not have had such things as civil wars, because in many cases we have seen—cases in which nations and peoples have not had the actual legal sovereignty but have possessed the de facto actual sovereignty. And here again, we fail to see how the members of the opposition can, merely by the passing of a law, assume that the transfer of sovereignty is going to be effectuated.

We would further like to point out that it is extremely difficult for the members of the opposition to point out to us where the differentiation between the external sovereignty and the internal sovereignty of nations depends. We would like to point out what Mr. Garner, the Professor of Political Science at Illinois, has brought out in regard to this particular question. He has said that in many cases this fine hair line of distinction is so difficult to distinguish that at many times it cannot be distinguished at all. In fact, what he wishes to point out, is that merely by taking away some external sovereignty, you may in many cases be infringing upon the tremendous amount of internal sovereignty that a nation might possess.

Then, as we have come down perhaps to this particular point in the debate, we might analyze then the plan that the members of the opposition have proposed here. As you will note, up to this time my colleague and I have taken the position, basing primarily upon the principle that such an organization cannot work, that it cannot, for instance, solve the problems of the economic trade barriers that they have set up. We do not believe, for instance, that the mere significance of a technological interdependence of nations means that you have one world, and lastly we do not believe that we have the necessity of this political organization upon a tremendous basis in which we superimpose it over the rest of the governments.

Now we would like to point out this particular thing: it is that if—we could qualify the sovereignty of nations—if there were nations that were willing to qualify particular right or sovereign right, that they were willing to sacrifice—Is it possible then, that even if it could be effectuated, which we do not believe it can be, then would we solve our problem? We believe that such is not the case. We would like to point out that in many cases before this boogey man of nationalism existed, wars had existed long in the periods of history. We do not believe—merely by the transfer of certain sovereign authorities that you can assure us that you are going to safeguard us from war.

But we would like to investigate the program—the plan of action—as to the real program, that they are setting up here today. That is, they say they are setting up a program of two houses. We would like to ask them again, how they are going to have this represented? What particular basic philosophy do they believe is most uppermost in this particular case? Do they believe they should have universal democracy, which we do not believe could be achieved, or should we have a very limited basis of representation? Should the people as we have indicated, have a voice in choosing their representatives to that government, and should the people accept a responsibility in that particular case?

Then we would like to ask—is it possible that even a plural dictatorship might be effected, if such an organization were to be established upon the basis which the members of the opposition have set it up here today?

Now to take up briefly a few of the points that we have discussed here, and that is that the right of secession has disappeared. We would like to point out that in a confederation type of organization, which we have today, we do not have in essence the compulsion that is perhaps one of the ingredients that has been making for much war and distraught in the world today. We would like to ask the members of the opposition, do they believe for one minute that it is possible to force cooperation? Do they believe, for instance, that merely the holding over the head of a big stick—that it is possible to get a particular amount of cooperation that would be true, effective cooperation? Now we have questioned, perhaps, this problem of cooperation a great deal in this debate, but we would like to bring this particular point out, that we have to have cooperation in the world today. We recognize that we must have cooperation for any particular plan to work. We feel that the organization which we have — using the nation state as the factor —the factor which people believe in today, is the only way in which we can actually solve our problems in a realistic fashion. We have not as yet evolved to that state in which we have a community of interest, and so it would seem, most anachronistic if we were to take up a particular program, in which we are not at that particular stage, to superimpose a constitutional type of government on a world of diverse interests, seems to us most unwise.

First Negative Rebuttal

ROBRT FANSLOW
Yankton College

Ladies and gentlemen: We've looked over the Affirmative case; we've been batting the arguments back and forth here so far in this debate. Seemingly neither side can agree one with the other. I suppose that is the purpose of debate. Nevertheless, though, let us review the Affirmative case as they have presented it, thus far, and see exactly what they have told us.

The first point which they made was that government is needed, especially federal world government is needed to lessen economic friction, which is prevalent in the world today,—economic friction, which is typified by trade barriers. And so, therefore, they evidently are going on the assumption that the nations are going to find it advantageous, within their own respective boundaries to, within the framework of a federal government, lessen trade barriers. And yet we wonder if there are various nations in the world who would be diametrically opposed to the policy of lessening their trade barriers, even though going on the assumption that it might benefit their neighbors, it might definitely prove harmful to themselves. Would nations be willing to join a federal

world government if they knew that federal world government meant a definite lowering of trade barriers, even then a definite establishment of an area of free trade. A few years ago, we debated this problem of free trade, and the Negative, I believe, at that time brought out some very potent arguments, which I am not going into at this time, showing that many nations of the world today are definitely diametrically opposed to the establishment of free trade or even the lowering of tariff barriers to any great extent, because of the fact that it would mean an entire revamping and an entire relocation of their industries, and their way of life. Therefore, we believe that nations, if they knew that the policy of the federal world government would be the lowering of trade barriers, would be the aboli-

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Special Feature Division

Presenting the University of Southern California, an Institution that Needs No Introduction, Since Its Record Speaks for Itself

U. S. C. DEBATE STORY

By MILTON DOBKIN and W. CHARLES REDDING

"YOU represented the University well." To the S. C. debater this sentence is possibly the highest praise of which he can conceive. This is primarily because of the philosophy implied in it, a philosophy not merely preached but notably exemplified by the respected gentleman who has been in charge of forensics for twenty-seven successful years at the University of Southern California.

Dr. Alan Nichols ("coach" to students, faculty, and alumni) reserves this compliment for the good effort. It does not appear gratuitously or automatically. Perhaps it has been heard as often in defeat as in victory. For one crucial part of the "Alan Nichols-S. C. philosophy" is that, while "winning" decisions is fun, it certainly is not the purpose of forensic training. Trojans, like so many others, like to win. They try to win. They know that their place on the squad, however, will be forfeited quickly and certainly by recourse to any of the unethical practices that have occasionally brought debate into disrepute.

Briefly, it is the purpose of the extracurricular speech program at the University of Southern California, first to open wide the door to personal development for all students who desire to enter; and second, to "turn out" speakers who shall be effective mediators of intelligence, knowledge, and wisdom in a world that needs not more mere speakers but a great host of real communicators.

Implications of these two goals are quickly made apparent to the student who "comes out" for debate.

In the first place, the forensic program is split into two large divisions: the so-called intramural and the "varsity" (or intercollegiate) divisions. For obvious mechanical and financial reasons, it is impossible to send hundreds of students into tournaments, conferences, and community speaking situations. It is the policy of the University to select only the most experienced and the most able students for off-campus representation. However, it is also the policy to encourage more and more students to enter into course work and activities where they may prepare themselves to go forth as cultured men and women and competent speakers.

Hence, the entering student is confronted with the opportunity to enter, simultaneously, various intramural speaking activities and also "try-outs" for the "varsity" squad. It has been customary for student speakers to participate in both divisions in the same academic year.

Our mythical entering student, then, finds before him one of the largest and most intensive forensic programs in the United States. For example, there is a huge contest (but a contest de-emphasizing winning and losing) open **only** to absolute beginners in speech work. Annually around 700 speakers participate in this event, which is designed to encourage ordinary informal public speaking. Other intramural contests, including additions planned for 1948-49, offer practice in impromptu and extemporaneous speaking, and in "radio-public address" (a modern analogue of the old memorized oratory). Scores of speakers participate every year in these events.

If the student presents himself to try out for the "varsity," he is first invited to attend an annual Debate Smoker, (for men) or a Debate Tea (for women). At these social functions acquaintances and friendships, sometimes to last a lifetime, are begun. The coaching staff is introduced. And numerous alumni—including some of the most distinguished younger citizens of Los Angeles—make it a habit to attend for the purpose of regaling the newcomers with tales of the good old days, tales which seem to grow each year more and more like descriptions of Kubla Khan..

Throughout the year, however, the Trojan debater is constantly subjected to a stream of propaganda from the older squad members and from the alumni (as well as from the coaches). He hears not only of past "glories." But he learns, by precept, what it means to be a truly well-rounded, intelligent speaker. As a result, coercion is unnecessary in such matters as case construction, library research, and personal conduct. Occasional individuals who may not have the maturity or the aptitude to pursue the strenuous road of intensive speech training merely drop out.

The coaching staff attempts to select for the "varsity" squad practically everyone who shows up for try-outs. Everyone is given a chance to prove himself—at least to indicate his **potentialities**—by entering local and practice tournaments in the Southern California area. Squad work consists, as almost everywhere, of lectures, co-operative research, discussions and "bull-sessions" on the questions for debate, and practice debates. At the end of

When he is a Freshman . . the S. C. Debater first meets Tommy Trojan,

the first semester, some have had to drop out because of limitations of time; others are urged to acquire more training in intramural, class, or intra-squad practice. Freshmen are grouped into a separate squad, and are not usually allowed to take longer or "major" trips during their first year.

In the academic year just completed, more than sixty speakers represented the University at one time or another as members of the "varsity" squad. They appeared not only in formal competitive debate, but in all the recognized forms of forensics: impromptu, extemporaneous, oratory, discussion, and experimental types. Many of them appeared before community audiences, including some located in New Mexico, Colorado, Nevada, and Oregon.

and sometimes, at high noon while passing the Student Union Building,

Others appeared on radio programs, including broadcast from coast to coast.

Teams representing S. C. traveled thousands of miles, including participation at the West Point National Tournament in New York, a tour of the Rocky Mountain States, and many trips to points in California, Utah, Nevada, and Oregon. The alumni said that the 1947-48 squad was a weak one. (Weak in comparison to the 1941 outfit that included five or six upper division teams tied for first in the same tournament!). The 1947-48 record, however, was respectable: of 136 regular tournament debates, 99 won and 37 lost. This percentage of 72.8 is almost exactly the same as the percentage of all tournament and decision debates won by the University teams, computed from the total of the last twenty-six years of competition.

The S. C. debater naturally approves of the policy of the University regarding the financing and conduct of trips. He soon discovers that for all trips outside the Los Angeles area, nothing less than first-class rail transportation is provided, with adequate hotel and meal al-

or doing case research in the reference room

lowances. He finds, too, that a tremendous amount of FUN tempers the long hours of research and practice. And he finds that, as a worthy representative of the University, he is treated as an adult.

In some ways the greatest value which the debater ever realizes from squad membership may be the informal but intensive training in "human relations." He finds himself a member of a cosmopolitan crew! Although the majority of S. C. debaters have gone into law (this includes many women, too), the rest of the squad come from all corners of the campus,—and sometimes all corners of the world. In the spring of 1948 there were included a cinema major, two from international relations, a psychology major, one or two speech majors, a student athletic manager, and a debate captain

Of Doheny Me morial Library

who graduated with honors from none other than the College of Engineering! Three transfer students from India (Pakistan, to be more precise) were among the most valuable—as well as the most lively!—members of the 1947-48 squad. All the major races and creeds of the world have been included among S. C. debaters in recent years.

The entire forensic program represents a major part of University life, in the minds of administrators. The administration has assigned not only Coach Alan Nichols but an Assistant Coach, W. Charles Redding, and a graduate assistant to the task of directing forensics. Even so, plans are afoot for expanding the program beyond its present limits, although in each of the years

He finds that certain Trojane for that Saturday afternoo n rooting section date. But if he is a "campus wheel," like the members of

The 1948 Varsity Debate Squad

. . he has many other things to do . . from assisting in the S. C. High School Debate Tournament held in . . . . Mudd Philosophy Hall . . to participating in broadcasts on KUSC, the campus station on the second floor of Hancock Hall.

since 1945-46 around 800 or more students have participated.

Forensic activities, open to all students in the University, are at the same time closely integrated with the over-all philosophy and curriculum of the Department of Speech (one of the half-dozen largest speech departments in the United States). Comparatively few squad members are speech majors or minors, however; and absolutely no "favoritism" is shown towards speech students.

And so, the S. C. debater comes to realize that as a representative of the University he is speaking for a large and variegated institution — of more than 20,000 students in 1947-48. And yet, as a result of the numerous opportunities for personally-guided development and as a member of a closely-knit cosmopolitan squad, he has a chance to approximate Quintilian's ideal orator: the truly good man (or woman!), speaking well.

Note: It should be of special interest to readers of this magazine that the new President of the University, Dr. Fred D. Fagg, Jr., was at one time a debater at the University of Redlands, under the tutelage of Dr. Egbert Ray Nichols, editor of Debater's Magazine.

Editorial Comment

"WHAT CONSTITUTES A SUPERIOR DIRECTOR OF FORENSICS"

By E. C. BUEHLER,
University of Kansas

The following is President E. C. Buehler's editorial in the May 1948 issue of the Delta Sigma Rho Gavel. We present it here as the issue's guest editorial:

In the article in the April issue of the Quarterly Journal of Speech on "The Requirements of a Superior Teacher of Speech" I have found inspiration for this President's Page. After reading the four views on the requirements of a superior teacher of speech, I dare myself to give some views on what constitutes a superior director of forensics. These views are, of course, biased and personal.

The quality and quantity of the forensic activities which are sponsored by the college or university are largely determined by the unheralded faculty men who plan, worry, work, and fret their way about to keep their respective forensic programs on the march.

The superior debate coach or college forensic director is somewhat of an unusual individual. In fact, there are very few in the entire country. I believe it is easier to find a good football coach than a good debate coach.

Having confessed my prejudices in this matter, I shall enumerate some of the characteristics which I believe essential to a superior director of forensics.

(1) A good forensic director should have real coaching ability, that is to say he should be a critic and a judge of those elements that go to make quality performance. But coaching ability includes more than being a coach and a judge. It includes a sense of proportion to see the larger aims in order to keep an eye on the entire picture. A good director will not tell students what to think but will help them in the process of thinking. He will not drive them to work but will inspire them so they will want to work. Coaching ability requires a breadth of knowledge, a depth of understanding of students, a sympathy for their personal problems, and an instinctive ability to recognize the true from the false.

(2) A superior director of forensics must be a promoter. Unfortunately, quality performance in forensics which is sustained over a period of time does not grow, develop, and continue by itself. It takes promotion to keep up a high level of student and public interest. There are certain underlying factors involving honors, awards, recognition, and publicity together with the right attitude of the debaters and orators which gives a spark to a dynamic forensic program. I am not thinking about the kind of promotion and publicity associated with college athletics. Some of the great football coaches have become household names. The names of Stagg, Rockne, Crisler, Zuppke, Yost, and others are known to every college student. But I doubt if one out of four students on the typical American college campus can give the name of the director of forensics or the debate coach of his university. This situation I do not deplore, for we are not talking about this kind of publicity. Our debaters and orators have a certain following among students and the public, and it is this following towards which promotion and publicity should be pointed.

(3) A superior director of forensics must be an efficient administrator. The typical forensic program on any camp's requires a good deal of detailed administrative work. There are arrangements to be made for the various events which require a wealth of correspondence. There are matters pertaining to travel, hotel arrangements, judging, specification as to length of speeches, types of events, time and place of meetings, etc. While much of this normally rolls along according to precedent, there are many pitfalls in administrative details which can take the joy out of forensic experience for students and faculty alike.

(4) A superior director of forensics should have personal qualities that make him welcome and desirable company among the student participants and faculty representatives of other institutions. Whether he be on the home or foreign floor, he should generally be admired and liked by all.

(5) A good director of forensics must be a diplomat and a keen student of human nature. Debaters and orators are usually ladies and gentlemen of the highest order, but sometimes under the stress and strain of competition they are so keyed up that they require the firm guidance of one who has a wealth of patience and understanding.

CAN YOU DO SOMETHING ABOUT IT?

If you are a friend of debate—if you are a friend of speech activities—you should read the article in this issue by P. E. Lull taken from the last issue of The Speaker of Tau Kappa Alpha. It is on the **enemies of debate.**

You may or may not agree with Professor Lull, but at least he gives something to ponder. Possibly Professor Lull discounts too much the influence of the war in bringing about the present situation in speech activities, but if he does he does it for a good reason—to bring into the limelight some conditions within speech that should be emphasized and met squarely. He faces honestly the facts, that indifference, divided opinion, and open hostility toward debate are present in too many speech departments, and are reflected by too many administrators. He realizes that these things are preventing and slowing up the come-back of debate and speech activities and that in many cases they mean dead chapters for Tau Kappa Alpha, Pi Kappa Delta and Delta Sigma Rho—to say nothing of the sad plight of Phi Rho Pi, which lost almost three-fourths of its active chapters as war casualties.

Possibly Professor Lull soft-pedals the lack of enthusiastic and competent coaches and speech teachers in the come-back, but he prefers to nail the indifference behind it that spells the poor pay, absence of teachers who are leaders in speech activities, and the general lethargy abroad in the attitude toward speech.

Also he takes a whack at the teacher who tries to substitute "discussion", recognized as a valuable activity but as a poor contest, for debate, instead of supplementing debate by it. He doesn't seem to like the sneers and aspersions cast at debate by some of the speech people who live in glass houses, and may find their pet activities assailed

next. We cannot afford in Speech to be divided or to cast aspersions on others in our discipline who are working earnestly to advance the activities and courses they are interested in. If speech teachers have no loyalty to their field and to their comrades, how can we expect administrators to pay us much respect?

Think these things over, good brethren, before blatting indiscriminately at debate and other speech contests. There is a saying that "now is the time for all good men to come to the aid of the party", a slogan that conventions in Philadelphia have once more impressed upon our minds. Also there is another most potent saying: "In union there is strength." Shall we add another: "In united action there is power that gets results." We need to put speech activities and debate back again where they were before the war. It is a grand project for the united effort of all the honor societies and their friends in Speech. No stone should be left unturned, no task shunned. If you believe in debate, in speech activities, in honor societies, get your shoulder to the wheel. "Now is the time—"

And remember—the high school situation is much more desperate than the college situation, or perhaps even the junior college situation. The lack of teachers we can help very much to overcome. The indifference and hostility of principals and administrators perhaps we can help to dissipate. It will take unity of purpose and cooperation—common determination. Are we sufficiently aroused to the situation. If Professor Lull's straightforward comment in **The Speaker** does not do it, suppose you read the article by David Potter in **Debate Archives** in this issue. You will see the same ideas of danger to debate reflected there.

Would it be a good thing for America to lose debate and free discussion, and next to lose freedom of expression and go totalitarian? Suppose you think over the meaning of that article of Dean McBurney's and its chart in our last issue in this connection. Isn't it doubly significant in the light of the constant bespattering of debate by teachers of Speech who should know better or have more tolerance? Do they realize they are lining up on the side of totalitarianism? Do they really mean to be "fellow-travelers" or are they just careless minded and unthinking? Can you do something about it? We think the answer is: "yes." If you can't boost, you can quit knocking and saying unkind things. You can cooperate. You can put in an alert and commendatory word at the right time and place to the right people. You can do some coaching and help a lot. At least you can get over belittling coaching as an activity or professional duty, as if an ambitious man must aspire to leave it behind to rise in his profession or to gain eminence in the eyes of his fellow teachers. You can readjust your psychology and your sense of values. Oh yes, you can really do something. You can be a bit more patient with the learning student mind, and a bit more tolerant of his mistakes and idiosyncrasies. You can be a kindly and benevolent teacher instead of a caustic critic and a sharp tongued drag on the welfare of speech activities. Having said my say, allow me to join Professor Lull in forming an active cohort in behalf of debate and speech activities.

WHY TWO DEBATE QUESTIONS?

Why do we favor two debate questions—one a semester? Frankly, because we believe it is better education. We are not interested in the nth power of efficient glibness that some debaters take for success because it wins tournaments. We think debaters should spread out more even at the sacrifice of successful repetitive glibness. We admit they may do better in winning if they practice and polish on one subject all year—but we think it is better to be informed—and exposed to a broader training.

The English debaters criticised our narrowness, and justly we think, in spending a whole year on one subject. If we came out as well informed as we should after a year's study, perhaps that wouldn't be so bad, but we haven't been impressed with the thoroughness of student preparation after a year's work. Did we say a year's work? That isn't what we meant—after a year's repetition of a few weeks work to get ready for the first tournament. It is true some polishing is done afterwards, but very little real reading and research. There is too much borrowing of "debate ideas" from successful teams. One needs to go only from one section of the country to another to see this cropping out in special types of affirmatives and negatives current in sections where the same teams meet in several tournaments during the course of the season. There is the Western type of Affirmative and Negative, a Middle Western type of Affirmative and Negative, and an Eastern—and a Southern—perhaps this goes down to even smaller sections, but we do not think it a healthy sign. Nor do we think it a healthy thing when coaches throw out cases that do not conform to the regional thinking—when they can see no good in a team or a case that insists on growing and evolving something different in a debate subject.

The English seemed to think we were going to seed—stultifying ourselves—and they frankly said they thought debate would be more popular if it broadened out a bit in this country. What do you think? Can we stir you up to saying something about this idea! Suppose you read the professors ideas of what is wrong with debaters at present, and debaters criticisms of the judges at present both in this issue taken from The Forensic of Pi Kappa Delta — March issue. Maybe there should be a reconstruction of ideals and practices in debate the country over. We do not agree with everything the English debaters said about us, but we do think we should all read their comments in the February number of the Quarterly Journal of Speech.

HOW YOU CAN HELP

We are not denying that the Debater's Magazine is having a hard time struggling for its existence. We are in our fourth year but we still need subscribers, advertisers, and writers to clinch our success. We shall always need them. You can help by calling your library's attention to our publication. At least find out if it knows about us.

Some of our friends have done a fine thing for us. They are joining our new Gift Club, and are sending our magazine to libraries: public, academic, etc. They have done this because they believe in debate and discussion — in training young people to think about public affairs, and to get ready for future leadership in a country which believes in talking it out rather than fighting it out. More power to such people, and may a lot more of them find their way to our Gift Club.

Book and Magazine Article Review

Economic Aid to Europe: The Marshall Plan. By Robert E. Summers. H. W. Wilson Co., N. Y. Ref. Shelf V. 20, No. 2.

This book presents one phase of the interesting panorama of post war world politics. It is directly concerned with European rehabilitation, the Benelux nations and unity in Western Europe, and directly concerned with the struggle in world politics now being waged by the United States and Russia, with the fate of the United Nations and of the world (certainly its peaceful existence) hanging in the balance. One cannot discuss world government, the United Nations, peace, or the foreign relations of the United States, or the significance of the political conventions at Philadelphia, without plumping into this significant international development.

Mr. Summers has in editing this collection gathered together into one volume widely scattered comments and writings that give one an effective picture of the American effort in behalf of Western Europe—or the Marshall Plan. An excellent bibliography has been included. The book sells for $1.50.

The Immigration Problem. By Clarence A. Peters. H. W. Wilson Co., N. Y. Ref. Shelf V. 29, No. 7.

How familiar that title sounds after the lapse of years to the men and women of the elder generation, and here it is again. It is in new form, of course, but it is an old problem. Help to the Displaced Persons modernizes it but the chapters on legislation and the Immigrant in America recall former days. Once America took all comers but there were objections from labor, from sociologists and slum workers, and from anxious citizens. Then we ran through the stage of agitation, limitation and restriction until we finally arrived at quotas and exclusion. A glance over the writers' names reveals the old story in repetition, and we catch such phrases in echo as "cheap labor", excellent contribution to American life, melting pot, union labor, housing problem, etc.

Congress has a bill before it in progress of action. Whether is passes or not there will be valid reason for it and against it, that this book sets forth admirably. It should be very useful to the alert persons who really care, and its bibliography should enable anyone to make an extensive study of the problem of adding new citizens to America now, who are not to the manor born. The book is priced at $1.25.

Problems in College Radio. The 1946 Conference on College Radio. Edited by Hale Aarnes and Kenneth Christianson. Published by Stephens College, Columbia, Missouri.

This is a rather unusual volume. As a rule the proceedings of most college gatherings and conferences are forgotten a few days after the delegates have gone home. This one is preserved in print through the enthusiasm of the Department of Radio Education at Stephens College. It consists of 8 chapters in which the Radio Curriculum, the administrative view, the Radio Industry's attitude, the problems of Subject Matter, Programming Trends, College radio management, and the Careers it offers are all considered.

This arrangement of the papers and talks given at the conference is excellent and attractive. One gets a picture of one of the newest phases of speech work in the American colleges in operation, and finds out what the persons engaged in it are thinking and saying. The objectives of radio instruction are given, its peculiar problems and advantages and disadvantages considered in illuminating fashion. A person unfamiliar with radio in colleges would learn a great deal by perusing this book, at least he would gain an idea of what college radio instruction and broadcasting is all about. The book is presented with attractive format and cover and is a worthy candidate for a place with radio literature on the college and library shelves. Teachers of radio will particularly be interested and appreciative of this book.

Basic Training In Speech

By Lester Thonnsen and Howard Gilkinson.

D. C. Heath & Co., Boston, Mass.

Of the making of freshman texts in Speech there is no end. Some of them are good, some indifferent, and none of them are really bad, but this book deserves a select place and a lot of praise. A lot of thought has gone into its make-up and composition. The authors have not been content merely to restate what others have set forth, but have tried to include new points of view and material. Where the old and established matters must be presented the authors have tried to keep the presentation fresh and attractive. There are 28 chapters presented in 6 parts and they deal with foundations, basic habits, techniques of speech, meeting special occasions, and the psychology behind oral presentation. The book is written to meet the needs of students in the beginning course, and to guide in the development of speaking efficiency. This end is accomplished well and

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IN MEMORIAM

The passing of George W. Finley, Secretary of Pi Kappa Delta May 18 brings grief to all Pi Kappa Delta. He was "George" to us all because he was our friend. He wouldn't be "mistered" because he was a comrade. He was always pleasant, cordial, interested and sympathetic. Pi Kappa Delta commanded his loyalty, his labor, and his smile of goodnature and friendship. He delighted in service and spread good will wherever he went. For twenty-four years he was Pi Kappa Delta's right hand man. His enthusiasm for speech activities and Pi Kappa Delta meets never waned, even when his health prevented his attendance at the last. "George" he was to those who worked with him and loved him, and "George" he will always be. "Let George do it," wasn't a slogan in Pi Kappa Delta—it was a practice, an established custom. Now he is gone, there is an immense void left.

Several of our good fellow Speech teachers have said they would write articles for the Debater's Magazine. We hope they will be as good as their intentions and write something for us. We can't furnish all the ideas—but how we do love to have them come in well written articles addressed to The Debater's Magazine. Don't wait for a special invitation—this is it. Write now.

the authors deserve congratulations. The book will deserve the adoptions that it gets, and no matter how many it gets, it undoubtedly should have more.

Debate and Discussion,
E. C. Chenoweth, Indiana University Privately Published, Bloomington, Indiana, 1948.

And now another book on debate, and as we turn its pages it looks like a good one, designed for the student who really wants to learn, accurately and quickly, the things that really count in debate. Mr. Chenoweth looks at debate from a strictly modern and practical point of view. He has viewed it as a scholar, has read widely in all the previous texts on debating and presents the most recent approach. He places references at the end of each chapter and a quiz outline for the student to measure by replying what the chapter has given him.

Mr. Chenoweth believes that the student should understand debate, what its aims, principles and methods are—and why they are — and proceeds directly at the task of informing him. His chapters are brief, terse, and to the point. There is little dead wood in this book despite the fact that it is a large book, larger perhaps than most in actual copy. He has used an older subject such as government ownership of electric utilities instead of the debate subject of the year as Professor Holm did in his new book last year. Professor Chenoweth has held onto the debate brief, which some of us think is a dead issue, as most debaters now speak from an outline instead of a brief. However a brief is of value in studying a debate question. He has not given an over amount of time to the discussion of ways and means and tournaments, but as one cannot have the present slant on things without discussing tournaments and judging, etc., he has taken notice of them. His last few chapters deal with discussion, a valuable adjunct to debate. Realizing the stress at present placed on discussion, Mr. Chenoweth has tried to set it forth in an honest and straightforward way.

On the whole he has arrived with a book well worth perusal, and this goes for old hands as well as beginners. The book does what its advertisement elsewhere in this issue says it does, and is perhaps more orderly, graphic, and direct than the author has claimed. You will want a copy. Mr. Chenoweth is one of the rising young debate coaches, and as one of the departing old ones, we salute him and wish him well. Debate coaching and writing is hard work but a noble task, and it is always inspiring to see another able man join the procession.

COMPENSATION FOR BIAS IN DEBATE JUDGES

(Continued from Page 118)

presentation to it, and then throw the debater into a situation in which he has, at the very best, only a remote chance of applying the principle. By cutting out the possibility of adjustment to the individual situation, it is amazing, indeed, that we do have as much spontaneity in our debates as we do. It is possible that this is one of the reasons why we are forced to listen to memorized orations in lieu of extemporaneous constructive speeches in some of our debate tournaments.

I propose a plan, which is applicable to either the decision or the rating type of judging, to alleviate this situation.

The judge would inform the debaters of his profession, educational attainments, club affiliations, hobbies, special interests, political party, strong aversions, and religious convictions. Books that have had the most influence on the judge would be another valuable bit of information for the debaters. Naturally, depending on the area and the individual exigencies, some of the above items would be deleted.

The manner of presenting this information could be accomplished in several ways. The judge could take three or four minutes before the beginning of the debate and recount his attainments and interests orally. Or, the person in charge of the tournament could provide mimeographed blanks with the necessary information for the judge to fill out, and then distribute the completed blanks to the debaters involved.

Some readers may feel that this information in the hands of the debaters would not alter the presentation of their cases. In answer to this, I ask you to imagine yourself selling a plan to a minister. Then imagine yourself selling the same plan to a business man; then to a college professor. Would you not alter the way in which you presented your plan? Yes, you would adjust your presentation if you knew only of the profession of your audience. The debaters would have not only the profession of the judge, but other pertinent information.

Having this information about the judge does not mean that the debaters would go about distorting their cases to fit the individual whims of the judge, but simply adjust the presentation of their case so it would have the most appeal to him.

Many people may say that such tactics would not affect them. They are sufficiently objective to recognize appeals being applied to them. No matter how hard we try to be objective, we can not escape the influence of our past experience and the psychological point of view resulting from such experience.

If we do recognize the appeals being applied to us, should we mark down the debater using them? I say, "Yes" if the manner of appeal is obtrusive and crude, but if it is skillfully executed, I would be inclined to give that debater positive credit. After all, debating is largely a matter of convincing or persuading someone to accept a specific point of view; in order to convince, it is necessary in most cases to employ emotional appeals as well as logic. In general, it may be said that a neat synthesis of the two, logic and emotional appeal, would be a desirable goal to strive for.

I feel that the following results would accrue if the proposed plan were put into practice:

1. The number of canned orations delivered in lieu of constructive speeches would be reduced.
2. The experience that the debaters would receive would be more consistent with the actual speaking situations they would meet in later life.
3. The debaters would receive a more even chance as far as ratings and decisions are concerned. Both teams would be insured of the opportunity to use the background of the judge to their advantage.
4. The judges would feel better about the decisions and ratings

(Continued on Page 154)

The High School Debate Handbook

FEDERAL WORLD GOVERNMENT, DEFINITION AND ANALYSIS

By HUGO E. HELLMAN

THE question before the house is whether or not the United Nations should now be revised into a federal world government. Your job is to prepare yourself to debate that question—on one side or the other, or both. The first step in that preparation is to learn what the proposition means. We acquire an understanding of the proposition by studying the terms that make it up. The most important single term in this question is federal world government.

What is Federal World Government?

Federal, according to Mr. Webster, "pertains to a state consolidated from several states which retain limited powers; as a federal government." A federal government is what you get when several states (nations) get together and create a body that is to govern them in certain respects. They "federate"—they unite in the agreement that they will henceforth abide by the rules and regulations, the officials of their union lay down for them. Here is a story that illustrates the meaning.

Once upon a time in the village of Townville on Boulevard Street the youngsters of the neighborhood were giving the folks a good deal of trouble and annoyance. They played ball in the alleys, and many a home run crashed through a kitchen window. They played "cops and robbers" late into the night and made sleeping for those who retired early almost impossible. They shot firecrackers when it was not the fourth of July, they shot BB guns frightening away the birds, and they indulged in various and sundry other pastimes which made living in the neighborhood an adventure if not downright dangerous. Something had to be done, the parents decided, so they called a meeting—a constitutional convention. The constitution called for the establishment of a Youth Committee. This Committee was empowered to draw up a set of rules and regulations for the conduct of the "teen agers" on Boulevard Street and everyone agreed to abide by the rules and regulations. Up to now the parents had been "sovereign" in matters regulating their children. They now submitted their sovereign rights in this certain respect to the Committee. The Committee was empowered not only to draw up the rules but to interpret them and to enforce them. In a small way, this neighborhood had formed a federation. The federal government was the Youth Committee.

Alliance

What a federal world government is on an international scale can best be understood by considering it against the background of the two or three other types of possible world organization that might be created. When you are thinking in terms of organizing nations, the first type of organization that comes to mind is the simplest and least "organized"—the alliance. In an alliance nations get together temporarily, usually to do a certain job or to achieve a certain end. The organization of the Axis nations and the organization of the United Nations for the prosecution of World War II were alliances. They are the least "organized" in the sense that they have practically no permanent common organs for making policies and for administration. Alliances do not set up a government in the true sense. They "govern" temporarily and in certain respects, but it is under a treaty rather than under a constitution.

Decisions in an alliance are made by conferences of heads of national governments, or their representatives and by consultations of general staffs. They arrive at agreements through a conference rather than at laws through a legislature. Alliances are usually formed in an emergency and they tend to vanish when the emergency passes and the job is done. Decisions and alliances are made by the heads of governments rather than by the people because the decisions are made in conferences "usually secret" and what goes on in the conference is usually withheld from the people until it is too late for the decision to be affected by popular influence. The disadvantage of an alliance from the standpoint of democratic government, is that it lacks popular control. The advantage of an alliance is that it can be very easily formed because nobody "sticks his neck out" when he joins one.

Professor Hugo Hellman, Editor

Confederation

The next step up the ladder of international organization is a confederation. When nations combine to develop permanent policy making and administrative organs they "confederate." Confederations are combinations of nations (rather than of peoples) and they are governed usually by periodic confederate conferences representing and reflecting the views of the various national governments in the combination. In confederations the national government reserves the right to make the ultimate decisions on matters of policy, that is they retain their sovereignty. The organs of a confederation mostly "recommend" and the policies that are recommended go into effect only when ratified and applied by national governments. The administrative or executive branch of the confederate government operates more as a secretarial and research department for the conferences than as any sort of executive and administrative outfit. There is no day by day enforcement of the law in a confederation such as we take for granted in local, state and national government.

A nation joining a confederation reserves its right to make war, which of course it calls something else. From its own viewpoint it reserves "the privilege" of fighting for its rights—the privilege to defend itself.

Sovereignty Remains

Because the right to go to war remains, a confederation operates to keep the peace by marshalling preponderant strength in the case of aggression by a member or a non-member nation. A confederation may have a "police force" and it is organized either from contributions of armed forces of the member nations or the separate national armies co-ordinated through conferences of the general staffs of the member nations. From the standpoint of keeping the peace which is usually considered to be the first objective of world organization anywhere, the weakness of the confederate type of structure lies in that the nations retain the sovereign "right" to go to war. Nations can go to war **individually** and the confederation is dependdent on its member nations for both financial and military support. In effect, the confederation is usually powerless to do more than criticize an act of aggression.

What is Aggression?

Real action can come from a confederation only if member governments declare war on the aggressor. This might not be so difficult if we knew in a specific case what aggression amounts to. It is commonly understood to be an unprovoked act of hostility especially invasion, but even in the old days of the League of Nations, twenty years of effort did not produce a definition of aggression. In this day the problem is even more complicated. In this day when we have subversive groups and infiltration tactics plus quislings and fifth columnists, the situation becomes almost hopeless. Even in the old days of the League it was found that the nation invading another country may not necessarily be the aggressor because the invading nation may have had secret knowledge of military preparations against it and therefore took the initiative to protect itself. The situation becomes even more confused when you have military men telling you that "the best defense is a good offense." Normally we think of the fellow who swings the first punch to the jaw as being the guy who started the fight, yet it is not difficult to imagine cases in which this is not true.

> If you come down the stairs of your home in the dead of the night and discern a burglar sneaking about with a pistol in his hand and if you bash him over the head with a convenient chair, I doubt if any jury in the country would find you guilty of starting a fight.

Other Weaknesses

A confederation is built on the theoretical equality of all nations, large or small — equality in the sense that they are all sovereign, therefore supreme, and therefore none is beneath another. This in theory keeps everybody happy because no one is inferior, but in practice some unsavory things happen. In confederations the larger powers usually manage to dominate the decision and generally reserve to themselves the power of veto on major decisions. They do this with some reason. They argue that in the event of war their contributions in men and money are going to be proportionately greater than those of the smaller nations and therefore they should have more say. At the same time in a confederation, the smaller nations never feel certain that the great powers will actually come to the aid of a weaker confederate unless they consider their own vital interests involved. The inevitable result is that smaller nations are very reluctant to stand up against larger nations especially those in their immediate neighborhood. In effect therefore this theoretical equality of nations is not achieved and at the same time justice is not always served. Might tends to make right when disputes arise.

Advantages

We see therefore that the very nature of a confederacy gives it certain disadvantages as a type of world organization for keeping the peace. Peculiarly enough these same qualities in the nature of a confederation can be the basis for certain arguments for it as a type of world order. Chief among these is the fact that because nations remain sovereign and supreme as nations when they join a confederation, such an organization is comparatively easy to form. History shows that it is not too difficult to persuade the leaders of nations to join an organization in which they reserve their privilege of defending themselves (the privilege of making war). Furthermore, nations place a great deal of store in what they call their "sovereign independence" and not entirely without reason. Most of the free nations of the world have waged at least one bloody and costly war to attain this sovereign independence and some of them have waged many wars, ostensibly at least for this independence. Can we blame them for not surrendering it lightly?

Federation

Now that we know what an alliance is and what a confederation is we are all set to appreciate the meaning of a federation. The federation is the third step up the ladder of types of world organization. It is the most "organized" of the three. In the first place nations uniting under a federal structure enter into a specific contractural relationship. This contract usually takes the form of a constitution. When we write a constitution we usually put in it somewhere that we "submit ourselves to be governed henceforth by this constitution". The constitution outlines in what respects this governing is to take place, of a real redivision of authority. Each national government entering the federation transfers limited but specific powers and responsibilities to the federal authority.

The Essential Difference

Something else enters here too, and this is very important. Enforcement in the federal sphere operates directly on individuals in the same way that national and local laws operate in the respective fields independently of one another. As the result, the individual is brought into direct relationship with the new governmental structure. In the first place because its laws operate directly on him and also because the duties and responsibilities he assumes toward the new authority (such as direct election of representatives to the legislative branch, the payment of taxes, and observance of world laws) involve a necessary and constant relationship of benefits and obligations. This we say is very important because here in effect is the

nub of the difference in the various types of world organization structures.

Alliances can be weak or strong, but as they become stronger they approach more nearly what is properly a federation and sometimes it is almost impossible to distinguish borderline cases. In the same way a confederation may become stronger and stronger until it is practically a federation, but almost all authorities are agreed that this one distinguishing feature marks a federation. The feature that a government of a federation operates directly upon the citizens and not upon representatives of the citizens. This "operating upon" means that under a federal government (world or otherwise) you would pay taxes directly to that government, that you might be arrested, tried, and punished by that government and that you might serve that government directly as a soldier, policeman, or civil servant.

Summary

It is obvious of course that historically we have numerous examples of the types of structure we have explained here. The pages of history are replete with alliances, the United Nations before San Francisco formed an alliance, after the Charter of the U. N. was adopted the U. N. were a confederation and so they remain today. The United States of America is of course a typical example of a federation.

What is World Government?

Thus far we have talked only about federal government in general. Our phase includes the qualifying word "world". We must therefore have an understanding of the meaning of federal government in the world sense — applied to the world.

Ideological Union

What a world government is can best be understood by considering the term against the background of related forms of government. Between nations we can think of international government established on an ideological basis, or a regional basis, or an universal basis. An international government established on an ideological basis would be one in which the eligibility of the nations would be determined by similarity of ideals, national, political institution, or structure of government. The union of democracies proposed by Clarence Streit was a proposal for an ideological international government.

Regional Union

We can think also of a regional international government. In this type of organization the eligibility of nations to membership would be determined by geographical location. The proposed Union of the Republics of the Western Hemisphere, debated a few years ago by the college debaters, was a regional international government. Many proposals for an European Union called for a regional international government.

World Union

None of the organizations suggested above would be universal. In an universal international government all nations and all peoples would be eligible to membership and this of course is a world government. A world government is one that would encompass the world and govern the world. World government is one whose place as "top dog" in the world would not be challenged. A world government is one in which all nations and all people would participate. It is one to which all nations and all peoples would in a sense be subject. This in principle at least is what a world government is, and this is, theoretically at least, what the affirmative will defend and the negative attack in the coming debates on this proposition.

Russia

The problem of whether or not you would have a world government without Russia or without Patagonia or without the peoples of some obscure island in the Pacific will be considered at length in another place — both from the standpoint of the affirmative and from the standpoint of the negative. The same is true for the problem of whether or not you would be establishing a world government if it can be shown that at the outset this or that nation would probably have no part of it. What we want at this stage is a basic definition of the terms of our proposition. The problems created by that definition are problems for later consideration. For our purposes here, world government means a government that is universal in the sense that all nations and all peoples are to be a part of it. It is to be designed for all of them and it is to function for all of them.

What Do We Mean, Revise?

According to our proposition this federal world government which is to be set to functioning in the world is to be established by revising the United Nations. To revise, according to Webster, means to "look at or over again in order to correct or improve" and it means "to make a new, improved, or up-to-date version" of a thing. To revise the U. N. Charter here therefore means in the first place that we are going to revise the U. N. Charter and that means that we are going to make a certain group of changes in that Charter in such a way as to effect a federal world government. The Charter is to be strengthened. The Charter is to be revised into a federal constitution for the nations of the world.

What is the U. N. We Would Revise?

Since it is the U. N. we would revise to establish our federal world government, the U. N. is the base and starting point in our debating. It follows therefore that every debater, affirmative as well as negative, should have a thorough understanding of the nature, function, and organization of the United Nations. This can be obtained in three ways, (1) from the brief definition and description set forth here, (2) from the Charter of the United Nations and (3) from day to day newspaper accounts of the functioning of that organization in meeting the problems of the world.

As you well know, the United Nations is an organization that was formed by the United Nations conference on international organization at San Francisco in June 1945. The organization was formed (according to the Charter) to achieve these four purposes:

(1) To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situa-

tions which might lead to a breach of the peace;

(2) To develop friendly relations among nations based on respect for the principles of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;

(3) To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion; and

(4) To be a center for harmonizing the actions of nations in the attainment of these common ends."

At the present time some fifty-seven nations are members of the U. N. and Article 4 indicates that membership "is open to all other peace-loving states which accept the obligations contained in the present Charter and, in the judgment of the Organization, are able and willing to carry out these obligations."

Organs of the United Nations

Organizationally the United Nations consists of a General Assembly, a Security Council, an Economic and Social Council, a Trusteeship Council, an International Court of Justice, and a Secretariat. The General Assembly is the larger legislative body and consists of all the members of the U. N. The Security Council is the more powerful organ of the U. N. and it consists of eleven members of the U. N. These eleven include the Republic of China, France, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, and the United States of America as permanent members. In addition, the General Assembly elects six other members of the U. N. to be non-permanent members of the Security Council. In these elections, according to Article 23 of the Charter special regard will be paid "in the first instance to the contribution of Members of the U. N. to the maintenance of international peace and security and to the other purposes of the Organization, and also to equitable geographical distribution." The non-permanent members of the Security Council are elected for a term of two years, and each member of the Council has one representative and one vote. On procedural matters, the decisions of the Security Council are made by an affirmative vote of seven members. Decisions of the Security Council on all other matters are made by an affirmative vote of seven members, but these must conclude the concurring votes of all of the permanent members. This last point is made in Article 27 of the Charter, and is of course the Article which establishes the veto power in the U. N.

With respect to the maintenance of international peace, breaches of the peace, and acts of aggression, it is the Security Council which has the power in the U. N. Article 39 says that this body "shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall be taken to maintain or restore international peace and security."

Article 41 specifically indicates that the Security Council may decide what measures are to be employed to give effect to its decisions and it may call upon the members of the U. N. to apply such measures —these to be short of the use of armed force.

Article 42 provides further and specifically that if the measures provided for in Article 41, (measures short of war) are deemed by the Security Council to be inadequate or if they have proved to be inadequate, the Security Council "may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace or security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations."

A Police Force

Most people do not know it, but the framers of the U. N. Charter had in mind the establishment of an international police force to keep the peace. Article 43 makes the provisions as follows:

> "All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining internal peace and security."

With respect to the establishment of an international police force, Article 45 of the Charter was even more specific.

> "In order to enable the United Nations to take urgent military measures, Members shall hold immediately available national air force contingents for combined international enforcement action."

The framers of the U. N.'s Charter not only contemplated the means of gathering for the enforcement of international peace, they also devised a plan for the direction of these forces. They established a supreme command in Article 47 in these words:

> "There shall be established a Military Staff Committee to advise and assist the Security Council on all questions relating to the Security Council's military requirements for the maintenance of international peace and security, the employment and command of forces placed at its disposal, the regulation of armaments, and possible disarmament.
>
> "The Military Staff Committee shall consist of the Chiefs of Staff of the permanent members of the Security Council or their representatives. Any Member of the United Nations not permanently represented on the Committee shall be invited by the Committee to be associated with it when the efficient discharge of the Committee's responsibilities requires the participation of that Member in its work.
>
> "The Military Staff Committee shall be responsible under the Security Council for the strategic direction of any armed forces placed at the disposal of the Security Council."

(To Be Continued in the Next Number)

A grudge is too heavy a load for any man to carry.

What can be more foolish than to think that all this rare fabric of heaven and earth could come by chance, when all the skill of art is not able to make an oyster.—Jeremy Taylor.

Be yourself if you hope ever to be somebody.

College Handbook Division

THE 1948-1949 SUBJECTS

The National Subject: Resolved, that the federal government should adopt a policy of equalizing educational opportunity in tax supported schools by means of annual grants.

National Discussion Subject: How can civil liberties be guaranteed to all those living in the United States?

Western Debate Subject: Resolved, that the United States should adopt a policy of economic controls as opposed to a policy of free economy.

Western Discussion Topic: What shall we do about Communism in the United States?

FEDERAL AID TO EDUCATION

E. R. NICHOLS

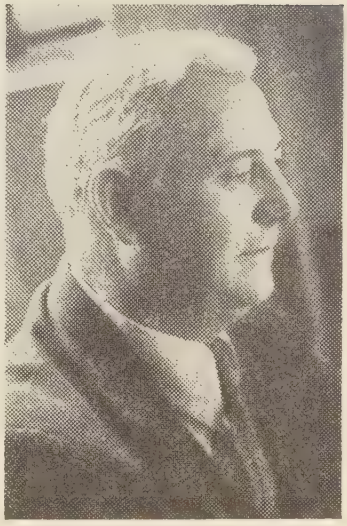
IT HAS always been a tenet of Americanism that education should be controlled by small and by local units. Cramping education into a mold, or casting it into a uniformity that extended to any great proportions or dimensions was feared and abhorred. Education must be left free and untrammeled. Nothing else was American or safe and sane.

So great has been the addiction to the above stated attitude in America, that we have had no end of private and parochial, sectarian and special schools. We have had public schools but they were controlled by communities who elected their own trustees, boards and superintendents, paid out of their taxes the necessary upkeep, and determined who should be the teachers and what they should or should not teach. We have been independent in America, and we have loved variety and broad scope and differences and individuality, and community quality.

Are we now, because the bill is too heavy, about to go over to the things we have always been told to avoid, to shun, to dread, to evade, to escape, to condemn—namely Federal Aid. We are told that we can really get the aid without surrendering control, that Uncle Sam will close his eyes and give, give, give just like Santa Claus, and every day and every year will be Christmas with local communities and their schools on the receiving end. Isn't that fine! Isn't it ideal! Isn't our Uncle Sam the most improvident old guy anyway!

Well, right you are, if you think you are—the facts of life do not count. We perceive that there will be negative objections that will arise immediately to this glorious picture of Uncle Sam righting the injustices, supplying the needed funds, building the needed structures, furnishing the uptodate equipment, in fact—saving the poor underpaid teachers from the poor house with annuities, retirement funds, adequate wages, and harmonious surroundings. What are these objections? Federal Control, Religious Prejudices, the Tremendous Expense—to begin with.

First, Federal Control: There will not be any—that is provided in the bill. Oh, is it? Well, who is to guarantee it in the future? Has Congress ever changed its mind? Do people who get rich gifts make a habit of opposing the views of their benefactors. Do political Tammanys arise and prosper on favors given and votes returned? To begin with, does the federal government need to control? Will it not gradually come automatically with the situation. Or, who is to guarantee that a Congress will not be elected that insists on saying how the money that it gives shall be spent? And will the local unit get up on its hind legs and growl when this happens? Well, perhaps that depends on how badly the money is needed, how much the locality has come to depend upon federal help, whether the taxes will support the manner in which its schools have grown accustomed to live, and how subtly compliance with directions and requests are gradually insinuated into the system. The person who thinks that the federal government, or the political dealers, who are temporarily running it, will not ultimately direct the course of the spending of their grants would certainly have to be simple-minded to accept the idea that controls will never develop.



E. R. Nichols
University of Redlands

What are the evils of federal control—suppose they do develop—so what? Well, to begin with there is the demand for uniformity—it can be pushed to the place where it stifles freedom and individuality. Then there is the adopted or established text-book danger—what a graft to get an adoption throughout the entire country! What a plum for the author and publisher! What a discouragement for the forty-eight to forty-eight times forty-eight other authors and publishers who lose out or do not get a fair hearing. What an opportunity to propagandize! Every child learns the same statement, opinion, interpretation, doctrine, propaganda, lie, untruth, mistake, deliberate falsification! And so the dispenser of funds ultimately furnishes the inspector, the supervisor, the petty director, the impossible tyrant in the educational realm. We all know how bad it can be even in the present system—to say nothing of magnifying the possibilities several hundred fold. We need not elaborate. The negative debater, now he has a hint, will discover arguments without end to set forth the evils of federal subsidy or aid.

What are its benefits? Podunk can pay its teachers more. Johnson's Corners can have a new school building. The inequalities between rich and poor states will be overcome—white and colored districts. Will they? Aren't we getting deeper into difficulties. Really isn't it a fact that the only benefit is that we can have more money to spend? It remains to be seen if it is spent wisely and without bringing unwelcome supervision and control.

Second, there is that Religious Prejudice: Shall the parochial and religious schools participate? They pay taxes—shouldn't they have some benefit or recompense? Aren't their children entitled to just as much as other children — public school children. Whoopee! Now we are really off! Will this not develop into a knock down fight between the public school enthusiasts and the private and parochial school devotees!

Then again how is government going to treat the private and sectarian colleges and academies and technical schools? Must everything be public? Must the churches surrender their colleges, or will the politicians have a mad scramble to spread favors and collect votes!

Really we are dealing here once again with the old paternalistic idea of government—with the old idea that government exists to support all the activities of its citizens.

The Gigantic Expense: Just how much of this sort of thing can government afford? How far can government go with its financial support? Who pays? Where does all the money come from? Just how many billion do we owe now from war, bureaucracy, WPA's and the rest of the New Deal Alphabet? Can we afford all these social securities, services, etc? Do they have anything to do with high prices—with the soaring cost of living?

Yes, it is wonderful that all the boys from the military service are to have the cost of their education defrayed by the U. S. Government—but what about the poorly paid teacher who pays every month from his meager salary to help keep up the system! Shall we rob Peter to pay Paul, and do it on a national scale? Even these socalled financial benefits may have their drawbacks!

We predict that when we get into this subject, it will develop some most interesting turns and arguments. We as Americans have always been fascinated with the idea of something for nothing. In the last depression we were suckers for the Wall Street game. For a long time we have fallen for the subsidy as a method of holding down prices—because we think maybe the other fellow will pay for it when the tax bill comes. Won't we have fun this season, if President Truman's political special session doesn't pass this Aid to Education bill and spoil our debate.

Free Economy versus Controls

Shall We have Individual Freedom or Socialization and State Control?

IS ANY ONE WISE ENOUGH TO PLAN OUR ECONOMY?

THE WESTERN SUBJECT

By E. R. NICHOLS

The colleges of the Pacific Coast have selected the proposition: Resolved, that the United States should abandon Free Economy in favor of Economic Controls. This subject has been selected for the first semester only as the coast colleges use the National Subject also. The above subject will be used in the big Western Association tournament at Thanksgiving time when the Western Association meets and in the smaller sectional tournaments that precede it. The scene of the big tournament will probably be Seattle where the Association meets with the University of Washington, but at the time of writing this had not definitely been decided. The Tournament usually begins on Monday before Thanksgiving and ends on the Wednesday before.

This subject arose out of the Economic Controls topic submitted in the National vote. Price Controls was at first submitted, among others and won, and then was re-submitted with the above statement as an alternate and lost to the alternate. The introduction of Price Controls into the political campaign by President Truman was one reason for shifting the emphasis a bit while still including Price Control.

The desire of the framers of the proposition is clearly seen in the attempts to define and limit the main terms which was done when the proposition was submitted for vote. They said—Free Economy means or includes the Capitalistic System as it exists today except for Rent Control. Rent Control is, of course an Economic Control, and was thus definitely excluded. Any other Control or Regulation now existing remains a part of the present Capitalistic System unless it is definitely an economic control such as crop subsidy. Economic Controls include by their definition Price Control, Wage Control, Credit Control, Production Control, and Planned Economy. If there is an omission it is in the matter of control by taxation, which the framers intended to include through the catch-all phrase "Planned Economy." Production Control includes, of course government subsidy and crop support, soil erosion subsidies, etc. One can go too far in making the "Economic Control" too inclusive. What the framers are really after is the old fight between paternalism and freedom and individual initiative. However the question is not quite so broad as this.

Paternalism includes for instance government aid as well as control. Aid without control is paternalism. Economic Controls are paternalistic. So we are dealing with one type of paternalism in Federal Aid to Education and another type in Economic Controls.

The question is then: Shall free economy or individualism be abandoned in favor of government control. Economically this means, economic support, subsidies, excess profit taxation, etc. Control can be exerted directly by legislation and indirectly by credit control, financial control, taxation, government economic planning, etc.

A distinction should be immediately noticed between regulation by law of the capitalistic system and control of the economic situation. For a number of years we, as an American government, have been regulating Capitalism, a situation taken care of in the statement of the definition of capitalism above. The question then of a Regulated

Capitalism seems definitely handed to the Negative, and the burden of showing that Capitalism as now regulated has so definitely failed, that we need to adopt a new philosophy summed up as Economic Controls or Planned Economy in which the federal government is the controlling agency.

That the adoption of Economic Controls is a definite step toward a Socialistic Economy is definitely clear. That we have been tending that way, few would question. During the war we slapped on Economic Controls to keep lack of production and shortages in the markets from ruining us through inflation and human greed.

Do we, now that we are at peace, except for the cold war, need to reintroduce Economic Controls. High prices are a general complaint. Especially is this true of food, clothing and household appliances. We have never let go of the rent control used in war time. There is a question as to whether the re-adoption of the wartime controls would head off the inflation we seem to be in for. What we really fear is, of course, the deflation that has, inevitably in American experience, followed inflation. What we are after, then, is a solution to the business cycle. Surely we'd like to control it for the general good. How? That is the question. That is the real debate. The affirmative must show that in some magic way law exerted through Economic Controls—through Government authority or Planned Economy will do the deed, and is superior to the present method of Free Economy or Regulated (not controlled) Capitalism.

If the Negative can show that the desirable end of prosperity can be achieved by regulation and control can be rendered unnecessary, or if it can show that even the present system if let alone for the most part has achieved and will achieve in the future an economic system superior to absolute government control they have a chance to win. The fight is really one between what we have always meant by the terms "Democracy" and "Socialism." There are of course different meanings ascribed to these two terms. However, for an American they mean individual freedom versus government control and dictation.

During a war we submit cheerfully to dictation, restraint and hardship. When it is over we crave freedom and the return of individual rights. One of the main arguments waged against war was that it would take away our freedom or individual liberty permanently, and here we are debating whether we should embark upon a course of action leading directly to government controls that affect our way of life.

We predict that we have here as important an issue basically as free America will ever face. It is fundamental. Have we failed so grievously that we must change our philosophy of government. Have we the political wisdom to regulate our economy and save our freedom, or must we submit to state control and the loss of individual opportunity, freedom, and what we were wont to call the American way of life. Are high prices, inflation, and political blunders to betray us into giving up freedom for paternalism in our economics?

That we face this same issue in federal aid to education, which doubtless carries control with it ultimately, and in compulsory health insurance and federal medicine, are evident to those who see down the road ahead a ways. Theoretically they look innocent, good, helpful, and sensible, BUT do they end that way? Americans resent Authority, Control, Discipline. That was why we hated the army and the navy and war. We are irked no end when there is someone over us who can boss us around. And that goes for everything—not merely the military life.

There was a fellow named Esau, who got hungry, and sold his birthright for a mess of pottage. Shall we lose our tempers over prices and settle for a T-bone? If American youth can be induced to study into the underlying truths that face us in dealing with our economy, perhaps we shall not be easy marks for every theorist, and fellow traveler with smug schemes to wreck our free country. We should be able, as intelligent persons to detect truth and falsehood; we should know about the workings of money, credit, inflation and deflation, and Free Economy and Planned Economy.

As things are shaping up this may become, for things seem to be drifting that way, the big political issue of the future. Our political parties may, sooner or later, form definitely along the lines of freedom and government control.

FEDERAL WORLD GOVERNMENT

(Continued from Page 126)

tion of trade barriers, would possibly find it to their advantage, to their own personal advantage, to stay out of such an organization.

But let us go on then. The Affirmative told us that the world today is technologically united. All right, the world today may be technologically united, but that's a far cry from a world community in the social field. We find that Political Science is based on a truism, that society precedes a state. Men must live together and cooperate together on a certain functional level before you can have a common stable institution known as government. In other words, only where there's basic law and order, and only where basic law and order already function, can men sit down and draft a constitution with any degree of success. True we may have aeroplanes and automobiles and what not, that may bring the world together in a technological sense, but that is not an argument for federal world government, that does not show a world community, a world spirit; that does not show men today are living together and cooperating together on a certain functional level. As a matter of fact, the very fact that the Affirmative themselves today are proposing the establishment of a federal world government—by upholding the establishment of a federal world government, the Affirmative, themselves, are denying the fact that there is any great degree of cooperation in the world today. If cooperation is lacking in the world today, how are they going to establish a federal world government?

But let us go on and see what else they have told us in the debate. They told us also that there was—when we brought out the idea that constitutions must be of an evolutionary process rather than a revolutionary process, they came back with the analogy — that—well, the evolution within the United States came after we had established our own constitution, not before we established the American constitution. And yet I deny this fact. The beginnings of the American constitution can be found way back in

1215 when King John signed the Magna Charta. We find that all during the formulating of the English constitution, the American constitution as we know it here in the United States, was also growing. It is true, gentlemen, that after our constitution was established, it continued to evolve into our present set-up, but that does not negate the fact that there is a long series of processes over in England on an evolutionary basis, which brought the American constitution into establishment, as we knew it in 1789.

And then the Affirmative also went on to point out to us that, in this idea of cooperation—that in the establishment of cooperation, they told us, there is no more cooperation in the establishment of the constitution of the United States than there was under the Articles of Confederation. Well, gentlemen, that may be true, but yet you propose to establish a federal world government on the same basis that we established the constitution here in the United States. There is every evidence to presuppose that if the constitution of the United States was given to a vote of the people, it would have been turned down. Do you propose, then, gentlemen, to deny to the people the right to pass upon a world constitution on this basis?

There is one other point which I would like to make at this time, and that is this: the gentlemen of the Affirmative tell us that, under a federal world government, there is going to be no such thing as a veto power. And yet we find that under the United Nations today, the veto does exist, it is very true, and yet the veto power is the essence of national sovereignty. Molotoff, himself, has pointed out that as long as the veto power stays within the United Nations, the United Nations may continue to have some degree of success. But if you withdraw the veto power, the United Nations is going to fail. And we find that the nations of the world today are very reluctant to give up the veto power as it is established today. So, therefore, we must arrive at the conclusion, that they are unwilling to give up their national sovereignty as it exists today. For these reasons, then, we must come to the conclusion that a federal world government should not be established.

First Affirmative Rebuttal

MALCOLM SILLARS,
University of Redlands

Friends: At the present time we have the entire case of the Affirmative and of the Negative before us, and at this point we can consider the two cases and compare them as they stand under the topic: Resolved that a federal world government should be established. First, to cover some of the problems that the members of the opposition have brought up.

First, in order to clear up a very unimportant point in this debate, I should like to point out this question that the members of the opposition have placed before us on what powers the federal government has. First—no secession; second, they can work on the individual; third, that they have power within this government. Well, then the gentleman of the opposition comes back and quotes definitely from the book in which the gentleman that wrote the book said this: "in **some** measure control of the individual," which means exactly as I had said in my first speech when I pointed out to the gentlemen of the opposition that under a federal system only in matters of international dispute can the federal government work directly upon the individual. Members of the opposition point out that this will violate certain concepts of nations. Well, gentlemen, we have been allowing nations to violate concepts of other nations for some two thousand years now. And at least this gives an establishment which sets a division of powers and allows nations to keep certain of their powers, including their economic system, as I have pointed out, and their law systems and their systems of ideals and religions. Something that we don't have in the world today. In other words the members of the opposition are worried about taking things away from people, and actuality this plan is giving those things to them. Because they are not found in the world today assuredly, and there is no security in the world today.

Members of the opposition point out that we would have to enforce one type of government over another. Let me point out once again —there is division of powers. And Eric Johnston, when he was president of the United States Chamber of Commerce pointed out that the Russian government and the United States government can cooperate together and trade together economically through the Russian trade organization even without a world government, which means what? It means that we do not necessarily have to have one government superimposed over another.

Members of the opposition point out that we do not have a community which is sufficient to establish such a government as a federal world government. The question of the Affirmative is this: At what point in a semantic approach to the problem does this word "sufficient" blossom? We don't have a community sufficient enough! What is sufficient enough community? According to the members of the opposition—one hundred per cent cooperation! Well, we have a federal government in the United States, and there is no one hundred per cent cooperation here.

Consider further the members of the opposition are not going to defend the **status quo** in this debate, according to them. However, let me point out to you that we are proposing a change in the **status quo,** a federal world government. If the Negative is right, if federal world government is not put into effect—the result will be what? The **status quo.** So whether the members of the opposition want to or not, they are defending the **status quo** by opposing a change.

Members of the opposition do not believe that you can assure us of safety from war. Gentlemen, no one can assure you of safety from war. There are only two things that are certain—death and taxes. You can't assure safety from war — and we pointed that out. No plan can assure it.

Members of the opposition ask us about representation. I pointed this out in my first speech, but I will go through it again. The representation is based, first, on a house based on nations, and, second, on a house based on population and international trade. As to individual nations voting, I should like to point out that the nations, as in the United States, have the right to choose the method by which the individuals will vote. This is just as democratic as the United States, assur-

edly—if we glance through our Southern States.

Let's go further — this possibly means a change in the future, as we are working through this evolutionary process, to abolish the inadequacies of the system of elections, of the system of voting throughout the states of the United States. It means a possible change in the future through evolution, and through a moving process as the United States has done, to a definite change and a more equitable distribution of powers.

The members of the opposition point out that this might mean a plural dictatorship — we've practically got a plural dictatorship today —except we've got two dictatorships ready to take the rest of the world and cut it to ribbons. Consider what Albert Einstein said in the **Atlantic Monthly** of November 1945: "If a world government is not established by agreement, it will come in another way and in a much more dangerous form." For war or wars in the future will result in one power being supreme and dominating the world by its overwhelming military force. Therefore the Affirmative asks for law; it asks for justice; it asks for a plan of world federal government in preference to the established **status quo** of today, which will result if this plan is not enacted. It does not demand one hundred per cent cooperation, but merely demands that we form such a union, and attempt to build a true democracy and a true state for the entire world.

Second Negative Rebuttal

JOHN F. BRIGGS,

Yankton College

Ladies and Gentlemen: We've been indeed interested in the statements of the last member of the Affirmative. Among those statements was one in which they say they do not demand one hundred per cent cooperation. If we were to go back just a few pages in this debate—we would find the members of the Affirmative saying that we have an interrelated world, one that is interdependent technologically, that has an interdependence in the political sphere, that has an interdependence upon the economic sphere. And yet, the members of the opposition cannot make any assurance that they will have any degree of universality in order to handle this maze of interdependence. They have not been able to show us in any way that their particular program can embrace the degree of universality in order to accomplish such a widespread program.

We would further like to point out that the very nature of federation such as the definitions that have been set up in this debate, under which a great deal of argument has taken place over, is such that part of the authority or sovereign right is surrendered. Now how much does it seem that it would be likely that an organization or a government would surrender in authority to an international organization, an international organization, which in view of all the facts does not seem to be the next stage in the evolutionary process, does not seem to have that necessary requisite for its true establishment. Does it seem to you that upon that basis that it would be a sound solution of our world interdependence problems?

We would further like to point out that what the members of the opposition have been attempting to do here today, it seems, is to handle these problems upon a practical basis, and have not dwelt at great length upon the principles that are involved. My colleague and I have, we feel, perhaps spent the greater portion of our time upon the principles of government, upon which sound, stable governments are established; which, we believe, that if we are to establish any international organization, any one of these organizations should follow these basic principles. We pointed out, for instance, the extreme difficulty of separating legal and actual sovereignty, which the members of the opposition have not been able, and have not up to this time, answered. They have not told us how or in what way they are going to — by merely the transfer of a certain legal sovereign power—actually effect their particular program. What they have been trying to do, it seems to us, is tell us that they have a program—a program that is fine in all of its particular applications to the processes, but we are actually questioning the actual, the fundamental principles upon which that particular program has been based.

Now one of the questions that has been thrown around a great deal in this debate, it seems to us, is that—as to whether or not such an organization does demand one hundred per cent cooperation. My colleague and I have felt that perhaps the feeling that we have had last year in regard to the labor management question has some validity in this particular discussion. We remember hearing Major Este at Denver last year when he made this particular statement: "Cooperation is the essence of any particular organization. With cooperation any organization can work." Now, my colleague and I have based our case to a great deal upon the community of interest that we feel must revolve in the world circle if we are going to set up a stable institution —and we do not believe that that exists today.

We would like to point out that we have in existence today—we believe that the members of the Affirmative are trying to superimpose one organization—they tell us they are going to leave certain powers—residual powers—within the state, but they have not been able to answer our particular indictment as to how they are going to separate external and internal sovereign powers. They have not, in this particular way, we feel, solved their problem of setting up one particular government over a set of diverse governments, a set of diverse governments technologically, industrially, as well as in the state of cultural development.

We believe that the position which we have taken here this afternoon is one that is altogether logical, that it is one that is based primarily upon the attitude — that cooperation is the true solution. What the members of the opposition are not arguing for is the united organization that they are setting up —what they are really arguing for is cooperation—the same thing that my colleague and I feel must be effectuated before any international organization can be brought up.

But we would like to bring up one of our last points, which we related in our previous constructive speech, and that was this: that merely the elimination of nationalisms does not eliminate the possibility of war. It seems to us that upon this basis, such a program should not be established.

CULVER NELSON
Second Affirmative Rebuttal

Friends: In concluding the debate for the members of the affirmative team, we would like to sum it up under five specific points. First of all we would like to say this: The Negative has set forth two sets of arguments. First, those based upon cooperation, and second, those based upon the faults of a federal system. Bear these two points very carefully in mind. Now, our five point summation: First of all regarding community of interests. The members of the opposition have destroyed their own case by contradicting themselves in their various speeches as follows: (I quote the first member of the negative team): "In the United States a community of ideas did exist before the United States Constitution." I quote from the second member of the team: "In the United States the Constitution would have been turned down, if it had been given to the people." You remember that? And he quoted it from a book. What are they saying? They are saying that the United States Constitution in the first instance did have cooperation before it, and in the second instance they are contradicting their own arguments, and saying that it didn't have. Now which did it—did it have cooperation or didn't it? Contradicting themselves, their own arguments do not stand.

But even if they did not contradict their own arguments — note these things. The very fact that Russia uses the veto power is in itself cooperation, because if Russia did not want to cooperate she would withdraw from the United Nations — that's cooperation. Secondly, the very fact that the nations are still within the United Nations and not without it—is cooperation. Thirdly, the fact that the United States proposal of the Little Assembly is in itself cooperation. Fourthly, the fact that 70 percent of the United States citizens want federal world government is cooperation, and so on down the line — as we have shown it throughout this debate. And even if they had not contradicted themselves, which they did do, cooperation still stands in favor of the Affirmative team.

Point number 2: Not only have they contradicted themselves on this first major point of their case, but they have fallen into a very severe dilemma as follows: (Note how they have fallen into this dilemma.) They have tried to destroy our case, but in the first place they did not at any point in this debate try to destroy the two needs upon which our case was built. First, that government is necessary to lessen economic friction — and second, that world government is necessary to meet the technological demands. At no point in this debate did they destroy those two needs. Therefore, what is the case? The case is that they must necessarily agree that there must be world government. At no point did they defend any plan of any kind of world government. They merely said that they didn't like federalism. They have fallen into the dilemma of not destroying our need, but at the same time not recognizing it in the basis of their own case. Therefore, a dilemma exists in their case, which automatically destroys it.

In the third instance, they have fallen into a second contradiction, and note the severity of this contradiction—You can lump everyone of the Negative arguments except cooperation, which has already been dealt with, under nothing but criticism of federalism. And I suggest to you that there is no form of government that has ever succeeded in world history one hundred per cent of the time. Federation has failed, and it has failed miserably many times. So has confederation. So has unitarianism. So have all forms of government. Therefore, they are lumping everything under the faults of federalism, and I can show them faults in every system that has ever been devised. Therefore, what must they do? Well, it's this old question —can I throw a baseball farther than somebody else? You will have to show me the somebody else or I can't answer that question. Now what's the question they have posed? They have said a federation is no good. They are right—a federation is no good under certain circumstances—but what is better to meet the need that they will not meet? They show you nothing that's better. Only the Affirmative tries to show you something that's better. Therefore, they have fallen into a second contradiction, attempting to win with nothing but criticism. They have met our needs, which they have not disputed, with nothing except criticism of federalism. They have suggested no counterplan; they have refused to defend the status quo which results; they have refused to meet their obligation or ignored it; they stand for nothing in this debate but futility.

Here then, in brief we see the case of the Negative team. While said team has fallen into two major contradictions inherent within its own case and has in doing this also sustained a serious dilemma, the Affirmative team has established a specific case with a definitive plan indicative of the form a world federal government would take were the Affirmative proposal adopted. And the Affirmative team has established granted and supported advantages and benefits arising primarily, and sometimes only, under a system of government known as federalism. The Negative team has failed to provide any provocative evidence which might effectually refute such evidence as presented. These arguments must necessarily still stand as compliments only to the Affirmative team.

Finally, the Affirmative team has presented a specific plan which has seemingly stood the test of this debate, virtually untouched by opposition arguments.

These are the facts of this debate. World federal government is no universal panacea . . . does not carry full hope for a free peace . . . cannot possibly be a highroad to a simple and well organized peace. But, as we have attempted to show in this debate, it does provide a purposeful basis for a significant beginning toward better relationships among the nations of the earth. And while the opposition has contradicted itself, has fallen into a dilemma, has failed to meet the issues clearly prescribed by the Affirmative team . . . the Affirmative team has presented the need for a change, the advantages of federalism, a specific plan, and has shown how it could work favorably. We therefore, suggest to you that in lieu of this overwhelming evidence favoring the adoption of federal world government, we, as intelligent world citizens also support this issue — that a federal world government should be established.

Techically Speaking

QUESTION BOX, or DEPARTMENT OF TECHNICAL INFORMATION

GEORGE McCOY MUSGRAVE, Editor

THE questions this month come largely from high school students.

1. I realize that most of the speaking in debate should be extemporaneous, but why shouldn't the first affirmative memorize or read his speech? He doesn't have to answer anybody else's arguments.—R. N.

True, the first affirmative speaker does not have to meet an opposing case, and his thoughts are not subject to last-minute revision. Nevertheless, I still recommend the use of extempore style by the first affirmative, as well as the other debaters.

Perhaps it is just imagination, but somehow a speech which is memorized or read seldom seems to carry that indescribable ring of sincere conviction so important to effective speech work. President Truman provides an outstanding example. Reading from a manuscript, he is mediocre at best; one might well wonder who wrote his speech for him, and whether the president understands what the words mean. Yet when he speaks extemporaneously, just the opposite is true; his voice carries sincerity and conviction. A person in public life, particularly the president, often speaks from manuscript because of the far-reaching effects of even his most casual remark. No such ties bind the debater; he is free to employ the most effective speech techniques without fear that the natives of Afghanistan will misinterpret his remarks.

For this reason, I prefer to hear all debaters, including the first affirmative, speak extemporaneously. The speech may be written out beforehand, the opening sentence memorized and the whole thing practiced for fluency, but the manuscript should be thrown away and notes substituted long before the debate itself.

2. Everybody seems to recommend using a card file in debate, but we have never used one and wouldn't know what to do with it if we had it. What do you think about them?—K. G.

The important point is not so much the form in which you happen to record your information, but how much information you have and how good it is.

It is necessary when preparing for any debate to accumulate a great mass of factual ideas and data. As these are gathered, they are written down on something—perhaps a card file—so they won't be forgotten. Then, as the case develops, most of this mass of information turns out to be worthless, and is thrown away. By the time the actual debate takes place, it is necessary to have the wheat separated from the chaff, and the wheat written down in convenient form. The facts needed to support the case are worked into the case outline, and the facts needed for refutation recorded elsewhere.

The card file is generally more useful in preliminary preparation than in actual debate. When one is dealing with bulky material, it needs to be filed; but not when one is using a small portion of that material. High school debaters, more than college debaters, prefer to have all of the data, in a box propped open in front of them at the debate. Perhaps this is related to Miss Ferris' criticism (see the Summer issue of **Debater's Magazine** 1948) of debaters — particularly high school debaters — who overwork proof by authority. Facts take little space, and can be written down anywhere; card files usually are filled to overflowing with quotations of opinion which should have been discarded.

3. Some teams we have met divide the subject into two phases (say economic and political), and each speaker specializes on that phase, both in constructive speeches and rebuttals. Do you recommend this idea?—K. W.

Ordinarily, no. Professor Quimby points out in his new book ("So You Want to Debate!") that some plan for dividing the material is desirable. His idea here is that otherwise one speaker may get so carried away in discussing a pet idea that he neglects other material which needs to be covered. This does not mean, however, that the debaters need to be specialists who are unable to discuss topics outside their own limited fields.

George McCoy Musgrave

Some teams set a goal for themselves. At the end of every speech, constructive or rebuttal, they feel that the following should be accomplished:

1. **Every major constructive argument must be standing; if the opposition has torn down any of them, they must be rebuilt.**
2. **Every major opposing constructive argument must be torn down.**
3. **The debate must be summarized, showing that, based on the arguments standing, the proposal should (not) be adopted.**

This goal cannot always be reached. A really tough opponent keeps one too busy. But it is surprising how often it can be reached—and once the opposition finds itself in these shoes, the game's up. They're on the defensive all the way and all you have to do is keep them there.

This same principle is used by the executive who keeps his desk clean —no unfinished business ahead of him. He quickly learns to be wary of spending unnecessary time on some one project, because that won't leave time for the other pap-

ers on his desk. All in all, he finds that it is just as easy to keep his work current as it is to let it fall behind. The same total amount of time is required in any case. When he keeps ahead of his work, he is on top of it instead of the work being on top of him.

Similarly, in debate, if both members of the team are thoroughly prepared to handle any argument, they can present the entire constructive case in the first speech and spend the rest of the debate on what we normally call rebuttal. Of course, it is not necessary to let go of every bit of ammunition at once. Some may be held back deliberately. But essentially the idea is that at the end of every speech, if the debate were to end at that point, you'd win —your entire case has been established and the entire opposing case has been torn down.

4. How many rebuttals per team are there supposed to be? In our debates, we have only one but I understand that sometimes there are more.—R. L. C.

Although your letter does not indicate whether you are using Oregon style or not, I suspect that you are. Ordinarily there is one rebuttal per team in Oregon debate and two rebuttals per team in standard debate. In either case, the total speaking time is about one hour.

Occasionally one runs into an old-time two hour debate, with three speakers on each team and three rebuttals per team. This style was (and perhaps still is) used at the Norfolk Prison Colony. They even have an orchestra for the occasion, playing between constructive speeches and rebuttals as well as before and after the debate.

In standard debate the constructive speeches and rebuttals are given by the same man. In Oregon debate there may be three men on each team, the third man giving the rebuttal. Or there may be two men on each team, in which case the first constructive speaker for each team gives the rebuttal.

Radio Section

EDITED BY HALE AARNES
Stephens College, Columbia, Missouri

BRINGING THE PUBLIC INTO PUBLIC DISCUSSION

By JOHN W. BACHMAN
Director of Radio, Baylor University, Waco, Texas

PUBLIC discussion as carried on in most schools is much too private. Debates, round tables, panel discussions and forums seldom attract large audiences. This absence of a sizeable audience is unfortunate from at least two standpoints: It limits the value of the discussion as a training device and it means a waste of potential influence. Listeners motivate effective thinking. Student speakers need an audience and many an audience could benefit by hearing student speakers.

In recent years more and more debate coaches and discussion leaders have been using radio to solve this problem. Junior Town Meetings are being broadcast in such widely scattered areas as Philadelphia, Pittsburgh, Toledo, Boston, Akron, Springfield, Cincinnati, Phoenix, Fort Wayne, Portland, Rochester, Newark, Baltimore, Des Moines, Long Beach, Hartford, Columbia, Reading, Winston-Salem, Waco, and St. Louis.

In most instances broadcasting the discussions provides not only a radio audience but a visible audience as well. The expectation of being heard by a large radio audience encourages participants to make careful advance preparation. The questions of the studio audience cause the speakers to re-examine their reasoning during and even after the broadcast. Both radio and studio audiences probably derive some benefit by hearing the discussion, despite inconclusive research on this point. Since we are primarily concerned in this article with active speaking participants rather than with listeners, we shall not become involved in this controversy. So far as participants are concerned, there is general agreement concerning the value of such meetings. Among the many educators who have made observations along this line is Dr. R. O. Hughes, recently retired Director

Professor Hale Aarnes

of Citizenship and Social Studies for the Pittsburgh public schools, who has said:

> After a year's experience with a weekly series of Junior Town Meetings, presented in high school auditoriums, we are thoroughly convinced that this procedure has great possibilities in developing among high school students an interest in the important problems of the times in which we live and an understanding of the best way to discuss those problems.

Here, then, is a means of providing an audience to motivate our speech training. Here is a means of stimulating increased interest in vital problems and of developing improved understanding of them. Here is a means of extending our influence beyond a handful of specialized debating or oratorical enthusiasts. Here is a means of bringing the public into public discussion.

This happens to be a most advantageous year in which to secure time on the air for such broadcasts. Prodded by the Federal Communications Commission, more radio stations than ever before are willing to schedule local discussion programs. Another factor increasing the availability of time is the licensing of hundreds of new stations, both AM and FM.

Alert educators can take advantage of this latter situation in a way that will benefit both station and schools. New stations, of course, are more likely to have desirable unsold time, of value to the schools. The schools are in a position to spread the news that the station is carrying a youth discussion program,

publicity which is of value to the station. Even newspapers which seldom grant space to radio stations will often carry articles about programs which involve schools. By a thorough promotional effort a school may partially compensate a radio station for the value of the time granted and, in addition, increase the listening audience to the school's own program.

Securing broadcast time, therefore, is much less difficult in most communities than making proper use of that time. For the sake of the station, among other reasons, the discussions must be planned to hold interest. Station managers expect their programs to reach the most possible listeners, and unless a sizeable audience can be attracted by a youth forum, there is some question as to whether or not a school is justified in using the facilities of a mass medium. Careful planning can produce an audience worthy of the use of radio.

What sort of planning is necessary? First of all, a competent moderator is essential. He must be a person with a pleasing "radio personality" and, preferably, a sense of humor. He must be able to steer a discussion without dominating it. He should have a keen mind and sufficient background to be somewhat familiar with all questions to be considered in a discussion series.

Discussion questions must be carefully chosen. When possible, they should deal with problems of interest to adults but within the framework of youthful experience. A surprising number of vital questions may be adapted to suit these requirements. For example, many adults and young people would be reluctant to listen to a Junior Town Meeting discussing a profoundly-worded question on relations between management and labor. To the young people the question would seem detached and dull; to older listeners it would sound like a subject requiring treatment by more mature and experienced persons. If, however, the question presents some angle such as, "Does organized labor provide better jobs for high school graduates?" then the youth see the immediate connection between the problem and their lives, and adults see the propriety of a youthful discussion of the issue. In this case certain aspects of a basically adult problem were linked with an anticipated youth problem. The opposite method, linking aspects of a basically juvenile problem with an accepted adult problem, may also be used. For example, the problems of extra-curricular activities and student councils are of interest primarily to students. Although conceding that students are qualified to discuss such issues, adults would be unlikely to listen to such a discussion since it would seem unrelated to their lives. However, the question in some form such as, "Are our schools training good citizens?" might lead more adults to recognize the importance of the program to an entire community. In other words, a good question for a youthful discussion hoping to include both young people and adults in its radio audience must take into account (1) the interests of adults, (2) the interests of youth and (3) the qualifications of youth to discuss a particular issue for the benefit of adult listeners.

In addition to a capable moderator and appropriate subjects the effective student radio discussion program must have well-trained speakers. Obvious as the requirement seems, there are neglected phases of this training. Participants must be effective speakers and logical thinkers. They must also have a truth-seeking attitude. Some of the most concise suggestions for preparing participants for such discussions are found in pamphlets published by the Junior Town Meeting League, 400 S. Front Street, Columbus, Ohio. Organized five years ago "to establish cooperation and an exchange of ideas among educators interested in the use of discussion techniques by youth, both in school and in out-of-school groups," the League is controlled entirely by a Board of Trustees composed of educators and a few broadcasters. The Junior Town Meetings are devoted to the development of better "group thinking" and the League's literature includes the statement, "The attitude of participants is one of searching for all facts—not pugnacious insistence upon a point, or unholy glee over putting something over on the opposition." Such a precaution is especially wise when applied to radio discussions. When a program is broadcast there is bound to be an attendant emphasis on "showmanship." Properly understood, this is desirable. When, however, showmanship is mistakenly interpreted as nothing but conflict and clever retorts, there is not much likelihood of promoting either group thinking or real individual thinking.

The Junior Town Meeting League gathers up its purposes by stating:

> Youth should be discussion conscious because in a democracy, discussion is a form of action, an essential action on the part of citizens in making their government effective — because in a democracy if youth discusses contemporary affairs now, intelligent discussion will increasingly become the habit of the nation—because in a democracy, citizens, both old and young, must banish ignorance of contemporary affairs within themselves and among others — because youth should learn how to share ideas in discussion, for doing this fosters their growth as citizens—because when ideas, based on facts about contemporary affairs, become more widely shared through discussion, civic life becomes more dynamic — because the way of discususion is the democratic way.

If we can produce programs expressing such a purpose, we can attract audiences not only respectable in size but respectful in new appreciation for the work being done by schools.

Audiences can contribute to discussion and debate. Radio can provide or enlarge audiences. If the task of training student speakers is as important as most of us think it is, it deserves the extension which radio audiences can bring to it. If our democracy is to continue, there must be increasingly effective public discussion. This means, for one thing, that discussion must be increasingly public. Radio can help bring the public into public discussion.

WESTERN TOURNAMENT

The Western Association will hold its annual Speech meet on the campus of Washington Univ. and in nearby churches Nov. 22-24 just preceding the Western Convention. Debate, subject: Economic Controls vs. Free Economy. Discussion subject: Communism.

Debate Archives

Incidental accounts and discoveries about the gentle and academic art of disputation and debate in the ivy covered colleges and academies of our progenitors.

Edited by DAVID POTTER
of the Department of Speech of Rutgers University.

AN OLD RUTGERS DEBATING SOCIETY

By DAVID POTTER
Rutgers University

THERE is something fascinating about the minute books of the old literary and debate societies. Whether it is the quaintness of the language, the lavender of the exercises, or simply the appeal of earnest young men who in attempting to improve themselves left a legacy to us, is difficult to determine. In any event, they furnish hours of entertaining and instructive reading. One of the most interesting sets of minutes I have examined now reposes in the Library of Rutgers University and records the **Transactions of the Athenian Society of Queens College** (now Rutgers) **from the year 1776 through 1786.**

According to the orders of the Society, as early as 1773 (college classes started in 1771), a select group of collegians, faculty members, and the townsmen prescribed to the following compact:

> The Arts and Sciences have ever been admired in all the polite Nations and Ages of the World. By these the Minds of Men have been adorned with a variety of useful and curious Knowledge. It is Learning which irradiates the Soul and dispels those Clouds of Ignorance which continually surrounds the Minds of the Illiterate. From these Considerations we the Subscribers are induced to form ourselves into a Society (which shall go by the Name of THE ATHENIAN SOCIETY) in order to polish our Minds, and beautify our Manners. We also fully agree to be directed and governed by such Laws as shall be hereafter specified of which our Names affixed to this Instrument of Subscription shall be a sufficient Testimony.

Necessary, of course, to polishing the minds is a well stocked library. Consequently, the Athenians required from the very beginning that "Each Member upon his entrance shall pay the Sum of Ten Shillings for the use of the library belonging to this Society." To furnish additional funds for the Librarian who presided over his book-horde "every Monday from one to two o'clock in the afternoon," members were required to "pay the sum of one Dollar yearly for the use of the Library."

Although the library log no longer exists, we can guess, after perusing the minutes, at the type of book stocked by the Librarian. Meeting after meeting reveals Athenian interest in such varied fare as: Thompson's **Seasons,** Cicero's **Orations** (but not **de Oratore!**), Holmes' **Rhetoric,** Burgh's **Art of Speaking,** Cato's **Letters,** Shakespeare's **Julius Caesar, The Tatler, The Spectator,** Addison's **Cato,** Sterne's **Tristram Shandy,** Pope's **Essay on Man,** Swift's **Tale of the Tub,** Johnson's **History of Rasselas,** Young's **Night Thoughts,** Fordyce's **Art of Preaching,** Milton's **Paradise Lost,** Butler's **Hudibras,** Rollins' **Belles Lettres,** Fielding's **Tom Jones,** Hume's **History of England,** Chesterfield's **Letters,** as well as Plutarch's **Lives** and the **Pleasing Instructor.** A book collector would delight in inheriting the editions read by these enlightened "Greeks."

As might be expected of a society in which faculty members and students joined in the exercises, regulations governing conduct were detailed and severe. Of course, as the first regulations of the Society made evident, "No Person shall be admitted . . . who is of a known vicious character . . . " Despite such precautions, however, some high spirited young men will let their prejudices run away with them. To discourage such incidents, the Athenians ruled that "if any Person shall

Professor David Potter

be deemed ungenerous in his Observations (upon the performance of another member) . . . he shall be punished in a fine not exceeding two Shillings." Furthermore, it was determined that "No private conversation or even whispering shall be allowed in the Society, unless leave be obtained from the President." Additional behaviour insurance was provided for by a law stating that "No Member shall make his Remarks until asked by the President unless it is with his permission, on penalty of three pence." Finally, obedience was emphasized by the threat of a fine or expulsion from the Society should "Any Member openly and avowedly" refuse submission to the Laws and orders. But as might be expected from the early men of Rutgers, there are few recorded instances of rule breaking and misbehaviour in the transactions of the Society.

A glimpse at the early minutes of the Society gives an all too brief but, nevertheless, revealing account of what the Athenians considered mind polishing. On Wednesday evening, June 5, 1776:

> . . . the Athenian Society met, Mr. Vickers in the Chair and proceeded to Business. Mr. Vanartsdalen opened the Society by speaking from the Art of Speaking.
>
> Composers: Mr. Vanartsdalen read an Address to the Society. Mr.

Lansing read an Address to the Society. Mr. Van Wyck read a Letter to a Friend.

Mr. De Witt spoke on "True greatness", his own Composition.

Mr. Lansing spoke from Holmes Rhetorick.

Mr. Schureman spoke from Addison's Cato.

Readers: Mr. De Witt read from Swift. Mr. Schureman read from the History of the last War. Mr. Taylor read from Aesop. Mr. Bogart read from the Spectator.

Ordered, That a Steward be chosen whose Business it shall be to provide Necessaries for the Society, and likewise Keep the Room in order at the Expense of the Members.

Mr. De Witt was then chosen Steward. Mr. Thompson absent. Then the Society was dismissed.

Throughout 1776, 1777, and 1778 the minutes of the Society testify to the effect of the Revolution upon the infant college. Thus we note on June 29, 1776: "General Howe with the British Fleet arriving at Sandy Hook. All the Members of the Athenian Society who were able to bear Arms immediately marched to oppose the Enemy." Again in 1776: "Matters being thus in Confusion July 27th, the College was suspended to the 21st of October." Turning further we read: "The enemy still continuing in this State till June 1777, and the fate of the Campaign dubious, no opportunity offered for the Members to meet till Queens College by an order of the Faculty was moved to the North Branch of Raritan where a number of the former Members assembling in the Spring of the year 1778 resumed the Business of the Society."

Despite the reduced number of meetings during the war years, the Athenians still managed to hold periodic sessions in which the culture of the age was augmented to the tune, sometimes, of musketry and cannon fire. Their ardent patriotism is indicated by this sampling of their exercises:

Mr. Taylor read a Letter to a Tory (Nov. 13, 1776).

Mr. Bogart read an Introduction to a Piece on Patriotism (Aug. 19, 1778).

Mr. Taylor opened the Society by speaking a military harangue (May 19, 1779).

Mr. Stewart spoke on the future glories of America (Feb. 2, 1780 and again on Feb. 9, March 15, and Sept. 12, 1781).

Mr. Henry opened the Society by speaking from Common Sense (March 14, 1781).

Mr. Bogart spoke a Poem on Liberty (May 30, 1782).

Perhaps it was the influence of the faculty members, perhaps it was just an oversight, but debating was not considered necessary to dispel "Clouds of Ignorance" until February 13th, 1782 when it was finally "Agreed that disputation be a part of the exercises of this Society . . . The following subject was proposed for disputation: Is matrimony advantageous to Men of Learning. Mr. Taylor Respondent, Mr. Kirkpatrick Opponent. Doctr. Scott (president of the society) Replicator (judge). . . "

The following Wednesday evening, the committee appointed to draw up regulations for the newly added disputation presented their report which was unanimously approved. Thus we read:

February 20th, 1782:

Ordered. That Disputation be introduced and henceforth considered and appointed as one of the Stated exercises of the Athenian Society, to be carried on and regulated in the manner following. Viz.

1st. That at every Stated meeting of the Society it shall be lawful for any member to propose a subject for disputation which if approved by the President, shall be entered on the minutes, and that the person so proposing shall have the privilege of choosing the side of the question.

2nd. That if more subjects than one shall be proposed on the same evening, it shall be in the breast of the President to determine which one of them shall be disputed: and that the other shall remain in Statis quo untill proposed, approved and entered at some Subsequent Stated meeting of the Society.

3rd. Hhat if no Member shall propose a Subject, it then shall be the privilege and duty of the President to offer whatsoever to him shall seem proper which shall be deemed and considered as a good and proper Subject and Entered accordingly.

4th. That when any Subject shall be so ascertained the President shall ask who will offer themselves as parties in the proposed disputation. And if hereupon each of the parts shall not be voluntarily accepted, it shall be the duty of the President to nominate and appoint such persons as to him seem proper as parties of the evening: and if more persons than one shall offer for each or either of the said parts, it shall then be in the power of the President to determine which of them shall have the preference.

5th. That every Subject proposed, approved and entered as aforesaid shall be argued before the Society on the Third evening after such proposition and approbation and not sooner.

6th. That the person engaged on any subject shall not be required to perform any exercises in the Society other than reading and speaking during the time they shall be preparing for the depending disputation.

7th. That the Respondent on every Such Subject shall within the space of one week after his appointment deliver his arguments in writing to the Opponent and that he within the space of one week after such reception, Shall deliver both his own and the Respondent's arguments in writing to the Replicator: and that it shall be unlawful for each of the said parties on the evening of their disputation to read their arguments before the Society or deliver them extemporia as to them seem proper.

Although the Athenians were slow in introducing debating to their order of exercises, they more than made up for their tardiness by the relatively high (even by modern standards) caliber of the topics selected as a sampling of the topics for 1782 and 1783 indicates:

Wether Dancing is a necessary Accomplishment to a Young Gentleman (Aug. 7, 1782).

Wether the Americans who have joined the British Rrmy, should be permitted to return to this Country and enjoy its liberties (Aug. 22, 1782).

Wether Kings have an absolute Power to dispose of their people at pleasure (Sept. 5, 1782).

Wether the Company of the Lad-

(Turn to Page 154)

History of Debate in American Colleges

An account of the University of North Carolina Literary Societies

By ROBERT MORRISON,
of the Division of Business English, University of Illinois

DEBATING at the University of North Carolina is centered around two 152-year-old literary societies.

In 1795, thirty-one boys organized a debating society which has given North Carolina half of its governors and the United States a president. The "Debating Society," as it was called, soon split into the Dialectic Society and the Philanthropic Society, the foundations on which has rested the student government for which the University of North Carolina is well known.

Since the first decade of the nineteenth century, the alumni of these debating societies have played a dominant role in the government of the state. Some members of the "Di" and "Phi" have left North Carolina to serve as governors, judges, and legislators in scores of states throughout the Union. They went to Congress; they became cabinet members, supreme court justices, and heads of myriads of federal bureaus. Numerous among the Di and Phi alumni have been presidents of colleges and universities, millionaire executives of industries, and presidents of banks and railroads.

The first members decided to meet periodically to read, compose, speak, and practice parliamentary procedure. At the fourth meeting, a motion was made which down to this day has been part of the split between the eastern and western halves of North Carolina. The Debating Society broke into two societies. The new offspring was called the Concord Society and was perhaps composed of those who were inspired by the philosophy of Thomas Jefferson, for the Concord Society added "Liberty" to the motto, "Love of Science and Virtue."

The two societies were remarkably similar in their organization, but they were soon to become natural rivals. On August 25, 1796, the Debating Society became the Dialectic Society and four days later the Concord Society became the Philanthropic Society.

Later the Di began taking its members only from those students who were natives of the western part of North Carolina, and the Phi became an organization solely for eastern North Carolina. Even today in North Carolina, there is one senator from the east and the other from the west, and the governorship alternates from east to west! In many other ways the Dis and Phis carried into their public careers after college the customs of the two societies.

New East Hall housing the Philanthropic Assembly.

It is indeed interesting, and in a way inspiring, to visit the vaults of the University of North Carolina Library and to examine the copious records left by these debating societies. Among those records are the signatures of George Washington, James K. Polk, and Edgar Allan Poe. The complete meeting-to-meeting journals of the two groups are also preserved in the vaults. The things they discussed and did, in the light of this era, may seem a bit ridiculous, but to the early nineteenth century mind, questions like "Is love without hope, or malice without revenge, most injurious?" were most serious matters. They decided that female modesty was natural rather than affected, and that a mixed government was better than a pure democracy. They held Spain responsible for maliciously obstructing navigation of the Mississippi, and it was decided that treaties made contrary to the Law of Nations were binding.

As the years passed, the Di and the Phi came to play a larger and larger part in the life of the University of North Carolina. The administration of the university discovered that the societies could discipline their members much better than could faculty members, so the debating societies became **bona fide** student government. For awhile, every student who came to study at the university was required to join one of the debating societies. The students at the North State's university found themselves in possession of many of the rights and obligations of self-governing people. The University of North Carolina became a pacemaker with student government; last century the students governed themselves to far greater a degree in this debating society self-government than students at many colleges and universities govern themselves today.

The debating societies began

building up private libraries. When one society purchased a particular volume, the other society in rivalry quickly obtained one, too. Soon each of the societies had more books than the university.

With the passing years, the debating societies took on their present-day form and abandoned many of their functions which did not relate directly to debating. Before the War Between the States and for several decades after the Reconstruction, it was quite common for a student to hold greater devotion toward his debating society than toward the university. Impeachment from one of the societies meant expulsion from the university. However, in the closing decades of the nineteenth century, the societies began to occupy a different place in the life of the university. There was a movement all over the nation to introduce fraternities into the colleges and universities, but the trustees of the University of North Carolina did not at first think fraternities wise, for the debating societies were thought well able to provide the things fraternities were able to offer. On March 18, 1886, the societies were persuaded to combine their enormous libraries with that of the university. Even to this day the official name of the library of the university is "The Library of the University of North Carolina Endowed by the Dialectic and Philanthropic Societies." All books bear a bookplate on which is written this name.

In 1889, the faculty abandoned its ruling that all students must be a member of one of the two societies. The society halls could not hold all of the members, and juniors and seniors were allowed to be absent.

With membership in the debating societies no longer compulsory, fraternities (which were at first outlawed) began to spring up. The campus student government began to hold elections independently of the societies. In 1893, the university's athletic council began publishing **The Tar Heel,** the only student newspaper on the campus. For many years the Di and Phi had been publishing **The Carolina Magazine.**

The debating societies took on their present form when in 1919 the Phi became known as the General Assembly of the Philanthropic Literary Society and in 1924 the Di became the Senate of the Dialectic Literary Society. They were patterned after the legislature of the state of North Carolina.

Today the debating societies own two beautiful halls which seat up to one hundred and fifty people. Each hall is in the architectural design of a legislative chamber. There is a desk in an elevated part of the room for the speaker or president, and there are desks for the clerk, sergeant-at-arms, and other officers. There are two offices into which doors lead from the outer chamber. Other doors lead into the outside hall. Hanging from every door and window are beautiful draperies — blue for the Di, maroon for the Phi.

The most distinctive feature about the halls, however, is the famous portrait collection housed there. For many years it has been customery for the associates to collect the portraits of their alumni who have become distinguished. The Di owns one of the few existing portraits of James K. Polk, president of both the Dialectic Society and the United States. One item owned by the Phi has been valued at $10,000, while the total collection of over a hundred items runs in value to many thousands of dollars. A particularly treasured item is the portrait of William R. Davie, who was instrumental in forming the Constitution of the United States, served as governor of North Carolina, and is called the father of the University of North Carolina.

This year the Di is meeting weekly on Wednesday evenings, and the Phi meets on Tuesday evenings. These weekly meetings are formal debates, parliamentary procedure being maintained along lines described by General Robert in his **Rules of Order.** In a sense, the Di and Phi duplicate in their meetings the procedure of the upper and lower houses of the legislature of North Carolina.

Current topics are debated as bills on the floor. A committee, of which the president or speaker **pro tempore is chairman,** receives the discussion bills which the members introduce on the floor during the regular sessions. This committee may re-draft certain bills or draft bills of its own, but it is responsible for having a discussion bill before the house at each meeting. Members prepare themselves to speak **pro** and **con.** After the discussion has been ended and the vote taken, the society goes on record either in favor of or against the particular measure. Notification of the society's stand appears in the student daily newspaper and often in the newspapers of the state.

New West Hall, housing the Dialectic Senate

Frequently some distinguished speaker is invited to appear before one or both of the societies. On the evening of December 4, former Governor J. Melville Broughton of North Carolina addressed the Phi meeting for a banquet. At almost every meeting some specialist in the topic under consideration is invited to give factual data on the floor. Notable speakers (such as congressmen, senators, governors, and government officials) appear before the societies at least quarterly.

Today the societies are entirely free from faculty supervision. Often many faculty members attend meetings as guests, but they never participate in the government of the societies. However, the societies are not now solely undergraduate in makeup. The membership includes graduate students and particularly law students. The officers are often the older members, and particularly at the present time, the leadership of the societies is relatively very mature.

Members are elected into the society after they have been examined and approved by the membership committee. First a student makes application (he is usually encouraged to do so by a friend who is already a member) in written form. To a limited extent, the societies are fraternal, for they hold secret meetings occasionally (but most of the meetings are open and well attended by visitors). Since 1930, women students have been admitted and now hold important places of leadership in the societies. The Phi members wear a pin (similar to those worn by Greek-letter fraternities) and the Di members carry a key, both pin and key containing the ancient insignia of the societies.

During the recent years, the Di and Phi have become known throughout the state for the liberal stands they have taken on issues particularly heated in the South. Around Carolina's great liberal president Frank Porter Graham has grown a group at the university interested in bringing a new way of life to the South. The Di and Phi have served as the backbone of student participation in liberal reforms, and frequently the two societies have become the center of bitter controversies.

In the fall of 1945, the Di proposed by a large vote that the University of North Carolina allow students of the colored race to matriculate there. A great storm of protest was raised in the state, but the Di received the support of **The Tar Heel** and many citizens of the university community.

The Di and Phi at the nation's oldest state university have set up a model for schools interested in inaugurating an active debating organization. The plan of basing the societies on the state legislature has offered many educational advantages, and during the last ten years has been copied by all of the colleges of North Carolina which send delegates to the Annual North Carolina Student Legislative Assembly meeting in the capitol at Raleigh. Other schools and other states might look at the example set by North Carolina in planning better programs of debating.

Debate Techniques

QUIZ FOR DEBATERS

By GEORGE M. MUSGRAVE

IF you enjoyed the "Quiz for Judges" in the last issue, try this one. As a first-rate debater, how would you answer these questions?

1. You are on the affirmative. The negative attacks the need for a change. It offers no counterplan, and shows no disadvantages in your plan. What should you do?

(a) Tell the judge that since the negative didn't offer a counterplan, it is being purely destructive. Point out that no progress would ever occur if everyone took that position.

(b) Point out that since the negative didn't even assert that the plan had any bad features, it should be adopted if it has any good points, however minor.

2. On the affirmative, you meet a team which uses "shotgun" refutation. They hit dozens of points, almost at random, but spend little time on each one. They make no effort to show that their refutation proves anything. Your course:

(a) Point out that the negative used a "hit and run" attack. Refute two or three of these attacks to show that they really are of no significance. Re-emphasize your own case.

(b) Rebuild your own case as strongly as possible. Since the negative attack was irrelevant, ignore it. Conclude with a strong summary.

(c) Refute every single attack, even though briefly. Do not give the negative a chance to claim that you failed to answer the objections raised.

3. You are on the affirmative. The negative names two possible counterplans and speaks glowingly of their merits in a vague sort of way, but does not attempt to show how these plans will bring about the improvement mentioned. The negative further points out that since the affirmative has the burden of proof you are obligated to show that your plan is better than either possible counterplan. Your reply:

(a) Accept the challenge and demonstrate the defects in these counterplans.

(b) Refuse to discuss them.

4. On the negative, you plan your case around the impracticability of the affirmative proposal. The affirmative, however, leaves its proposal in such a nebulous state that there is nothing you can sink your teeth into. Your action:

(a) Insist that the affirmative explain its plan in more detail. Suggest certain phases that may prove impractical and ask the affirmative how they will handle those phases.

(b) Change your case quickly, adapting yourself to the affirmative case as presented. Show the disadvantages the affirmative proposal would have.

5. On the negative, you find at the end of the second affirmative constructive speech that the affirmative has devoted all of its time to a tear-jerking description of present conditions and to refutation of the negative case. Your remaining speeches should place primary emphasis on:

(a) The fact that the affirmative has relied on an emotional appeal, while you of the negative have shown logical reasons for not adopting the plan.

(b) The fact that the affirmative failed to show any advantages in the proposal it is supporting.

6. What method of rebuttal would you recommend for the average debater?

(a) Memorized in blocks; no notes.
(b) Read in blocks; one card for each possible opposing argument.
(c) Read in blocks; one sheet of paper for each possible argument.
(d) Extempore; no notes.
(e) Extempore; one sheet of paper covering entire debate.
(f) Extempore; one card for each possible argument.

7. In a high school debate before a moderately small audience, you wear an open sport shirt. You are neat and clean. The other three debaters and the chairman wear suits and ties. Is your dress proper or improper?

(a) Proper.
(b) Improper.

8. You find that the opposing team is discourteous — in fact, downright snotty. They win. Afterwards you should:

(a) Congratulate them in your best manner, and consciously make every effort to be congenial.
(b) Refrain from congratulating them, but be polite.
(c) Be polite, but reserved enough so that they know you didn't appreciate their attitude.
(d) Find some excuse for not debating them next time.

9. You feel that you've won a fairly clearcut victory, but the judge gives the decision to the other team. In his critique, he praises and condemns both teams, but gives no real reason for awarding the decision to the other team. What do you do?

(a) Sit tight. The coach will find out.
(b) Ask a friend in the audience, who is also on the squad, if he will pump the judge and find out.
(c) Ask the judge yourself.
(d) Forget it. Everyone runs into bum decisions once in a while.

10. You are a college debater on a trip several hundred miles from home. Your audience for the evening is composed largely of high school students. In the back of the room are several men who look too old for high school students; you suspect that they are college debaters from the squad of the opposing team. In the questioning period after the debate, one of these older persons asks you your position on a certain issue; this issue is only remotely related to the debate just concluded, but is very closely related to the debate topic for a tournament to be held next month. Your reply?

(a) Answer as completely and frankly as you can.
(b) When answering, beat around the bush and say as little as possible.
(c) Other . . . .

Now look below and check your answers:

ANSWERS TO "QUIZ FOR DEBATERS"

1. (b) You can reinforce this by comparing the debate to some more easily understood example, say the decision whether to ask a certain girl for a date or not. If there are absolutely no disadvantages of any kind, and some advantages, you should ask her.

2. (a) You cannot ignore the attack, for the judge may decide that you simply are incapable of handling it. You cannot refute every single point mentioned, for you won't have time for your own constructive arguments. After refuting two or three points, you can go on to explain why it would be unfair to expect you to meet every possible point of objection when the negative itself placed so little emphasis, and gave so little proof, for each one.

3. (b) Don't let the negative get away with this one. It's an old gag and you can spike it quickly. Just point out that the negative, as well as the affirmative, has the burden of proving its assertions. If the negative wants the judge and audience to accept the idea that other methods are better, then it's up to the negative to show how. You might add that whenever the negative is willing to support a counterplan, you'll be glad to discuss it with them, but until then there is no value in discussing a plan which neither team is willing to support.

4. (a) You probably made a mistake in the first place basing your whole case on impracticability. You should have worked out some disadvantages in the affirmative plan. But having made your decision, stick with it. If you let the affirmative take the ball away from you, and find yourself trailing along behind, you're sunk. About the only time you are justified in throwing away a prepared case in the middle of a debate is when the opposing team comes up with a surprise plan—and then you have no choice.

5. (b) You've won the debate, so be sure everyone knows it. Don't leave them in doubt. No plan without advantages should be adopted—and the affirmative has failed to offer any. Furthermore, such advantages are new constructive arguments, not permitted in rebuttal, so if the affirmative hasn't brought any up by the end of the constructive speeches, it has in effect conceded the debate at that point. Your other possibility —emphasizing the fact that the affirmative relied on emotion rather than logic—is not nearly as strong, because there is plenty of room for argument regarding the value of emotional appeals.

6. (e) Although block rebuttals can be employed with moderate success, they are not nearly as flexible as extempore rebuttals. Using the extempore style, notes of some kind are necessary, so that some important argument is not forgotten momentarily. These notes may be written on cards, but cards have to be shuffled, may come up in the wrong order, may be lost, and they permit the speaker to see only one argument at a time. If the whole debate is spread out on a single sheet of paper, the debater can see just what he needs to do and can allocate his time accordingly. Furthermore he can summarize with the assurance that he is covering the whole debate and reaching valid conclusions. This method really works. If you're not using it now, try it in the next debate.

7. (b) The idea is to fit in with the others, even if they're wearing bathing trunks. It is especially important for teammates to dress alike—within reason — to show that you work together in dress as well as debate material. You're trying to give the audience and judge the idea of teamwork and cooperation, not individualism or eccentricity.

8. (b) Aren't you sometimes cross and irritable after a trip? The opposing team may be tired, may have

eaten something that disagreed with them, may have received lower marks in a quiz than expected, may have lost some important notes —you never can tell what's eating a person who's disagreeable. Here's a good opportunity to put the Golden Rule into practice.

9. Full credit for (a), (b), or (c), depending on the personalities involved. However you handle the problem, avoid any appearance of "crabbing" the decision — and for that reason (a) and (c) are difficult for you or for the coach. A diplomatic member of the audience (b), sometimes can be very effective in this situation. No credit for (d) — that's the easy way out, and it won't make a better debater or citizen out of you. Your goal is to find out what you did wrong so you won't do it next time. Face the situation frankly.

10. (c) Once a teammate of mine ran into this situation. He politely told the questioner that he'd be glad to provide full details at the tournament. He got a laugh and neatly turned aside the question. Another possibility—if you can do it on the spur of the moment—is to give some answer that sounds reasonable but isn't even close to the position you intend to take at the tournament.

Now check your score:
9-10 right—Excellent.
7-8 right—Not bad.
Below 7—Need more practice.

COMPENSATING FOR BIAS OF DEBATE JUDGES

(Continued from Page 134)

tendered, if both teams were given a chance to consider the backgrounds of the judges in the presentation of the case. (I speak for myself as well as for several of the faculty members on the campus who have served as judges for debates.)

OLD RUTGERS DEBATING SOCIETIES

(Continued from Page 149)

ies of virtuous Character is disadvantageous to a person in his Studies or not (Nov. 20, 1782).

Wether the Continuation of the War is to be preferred before a peace short of the absolute Independence of America (Dec. 4, 1782).

Wether Smoking is beneficial or injurious to the Constitution (Jan. 15, 1783).

Wether the State Money ought to be redeemed at its Nominal Value or at its present depreciated State Jan. 29, 1783).

Resolved . . . That the Society having been diminished by the dispensing of the Students, it be again enlarged by the introduction of a number of the Gentlemen of the Town, who shall be constituted members of this Society Nov. 26, 1783).

Despite the most gallant attempts of the Athenians, the troubled years which followed the war presented too many obstacles to seekers for culture in New Brunswick. From 1784 to 1786 only a few scattered meetings were held. Finally, on October 4, 1786, the last meeting was called. Obviously, it was poorly attended for the next and last entry in the minute book sadly proclaims: "ALAS! These Resolutions are like the Morning Cloud.—ATHENIANS! ATHENIANS! YOU ARE NO MORE —From your ashes has arisen the Federal Society, and may it long exist and be a means of Instruction to many."

News Notes and Personals

PI KAPPA DELTA NOTES

Wake Forest College won the University of Virginia Tournament held at the State University Feb. 5-6.

Dr. Edwin Gunberg, coach at Augustana College (So. Dak.) has been appointed Head of the English Department, and has given up his duties in forensics and as Governor of the Pi Kappa Delta Province of the Sioux.

Ruth Ellen Halter, of William Jewell College had the good fortune to be a speaker before the Kansas Bankers Association Convention and the "Business Speaks" dinner of the New York City Board of Trade in the Grand Ballroom of the Waldorf Astoria. She made quite a hit and received a shower of attentions and expressions of good will.

Mississippi State College for Women was installed as Mississippi Gamma recently.

Sylvester Toussaint of Colorado Teachers is now acting Secretary of Pi Kappa Delta by Presidential appointment until the National Convention next spring at Southwestern Industrial Institute at Lafayette, Louisiana. Former Secretary George W. Finley passed away at his home in Greeley, Colorado, May 18, after having served for 24 years as Secretary.

The University of Redlands won first in debate at the Tri-Province Meet at Ft. Collins, Colorado April 1-3.

Miss Donna Comstock of Dakota Wesleyan, who won first in Women's oratory at the Tri-Province meet at Ft. Collins, Colorado, also won the women's Division of the Interstate Oratorical held at Northwestern University, Evanston in April.

Fred D. Fagg, Jr., alumnus and former debater at the University of Redlands was formally inaugurated as President of the University of Southern California June 11 at the Baccalaureate Services.

Egbert Ray Nichols, Jr. director of debate and the symposium at the University of Oregon received his Ph.D. at the University of Southern California Commencement June 12.

PHI RHO PI NOTES

At the recent National Junior College Phi Rho Pi Convention at Weber College, Ogden, Utah, Leland Monson, Coach of the host college, was chosen National President of Phi Rho Pi. 18 chapters were present at this the first attempt at a National since the war. The next convention will be held next year at Carbondale, Illinois, with the Southern Illinois University as host. P. Merville Larson, coach at Carbondale was formerly a Phi Rho Pi coach, and is still boosting his old organization.

Sylvia Mariner, secretary of Phi Rho Pi for some time was re-elected.

The State of California has appropriated a million dollars toward a new four year state college in Riverside, California. This probably means that the Riverside Junior College will soon advance to a four year institution.

There is a marked movement to drop the word "junior" out of college titles. Many former junior colleges are now "city colleges", for instance Los Angeles City College, and Pasadena City College. Becoming municipal colleges is the first step toward four year standing. The junior colleges were so hard hit by

the war that the move toward four year standing is quite understandable. There are approximately 450 junior colleges in the United States so the move to become four year colleges is not likely to become general, for there are already over 500 colleges in the country, not counting the teachers colleges and professional institutions.

TAU KAPPA ALPHA NOTES

Prof. Alonzo J. Morley of Brigham Young University, Provo, Utah plans to spend his Sabbatical leave next year in the Hawaiian Islands.

Prof. P. E. Lull of Purdue University is president of Tau Kappa Alpha for the current term, and Professor Lionel Crocker of Denison University is Secretary. The National Meeting and Discussion tournament was held at Bloomington, Indiana, with the University there April 22-24. 28 chapters were represented.

Tau Kappa Alpha is planning a dinner at the Washington Meeting of the Speech Association of America next winter for all members present at that meeting.

Harold J. Bailey, the new editor of **Baird's Manual,** is a member of T. K. A. and was a class mate at Harvard of Oswald Ryan, one of the founders of Tau Kappa Alpha.

Rutgers probably holds the record in debate interest on its own campus. A total of 174 students turned out for debate this season, and the department has an enrollment of 411 students in public speaking classes. This certainly is a vindication of Professor Reager's theory of "every student a debater." Rutgers has a winning percentage of .700 approximately, which is an excellent record even for a college picking its teams on a selective basis, but Rutgers uses all comers, and meets all comers.

Professor Richard C Reager has been elected to a three year term on the National Council of the Speech Association of America. Prof. Lionel Crocker, Secretary of Tau Kappa Alpha is also a three-year member of the Council.

Tau Kappa Alpha now numbers 107 chapters in colleges and universities of the United States.

The Occidental team made the trip back to the Mary Washington College Tournament at Fredericksburg, Virginia.

South Dakota chapter held an intramural fraternity debate tournament this season. An independent non-fraternity team was entered which won by defeating the S.A.E. team. So Dakota entered the Iowa, Nebraska, Missouri Valley Tournaments and the National Tau Kappa Alpha Meet. In May they ended up the season with a freshman tournament on the home campus.

125 students from 26 colleges attended the National T. K. A. Discussion Meet at Bloomington, Indiana April 22-24.

P. E. Lull attended the Southern Speech Association Meet at Nashville, Tenn. April 6-10, and makes an interesting report to Tau Kappa Alpha on the situation among the southern chapters since the war.

Purdue University won the Western Conference Debate Tournament held at Lafayette, Indiana, this season. Iowa, Chicago, and Northwestern tied for second. Iowa won the women's division, and Purdue took second. The Association voted to hold a debate tournament again next season, but turned down an attempt to add discussion, after dinner speaking, and other activities to the schedule.

The Wabash chapter initiated six new members this season. Moorhead Teachers of Minnesota initiated four new members. Emory and Henry initiated five. Pacific University 6.

Paul Schuch of Denison University won first in extempore speaking at the Ohio State Speech Tournament.

Willamette completed a highly successful season with 18 first places in 10 tournaments with a number of seconds and thirds, but suffered the bad luck of losing their Coach, Herbert Rahe to the Chico State College of California.

Brigham Young won first at the Northwest Intercollegiate Debate Tournament held at Montana State University, Missoula, April 23-24.

Florida and Alabama universities tied in debate for first at the Southern Speech Association Tournament.

Mrs. Mary Weaver Sweet is the coach at the University of Tennessee, which has held 35 debates and the chapter has initiated seven new members.

The University of Richmond won the T. K. A. state convention and tournament at Bridgewater College, Bridgewater, Virginia.

Florida University under the leadership of Wayne C. Eubank, won second at the West Point Tournament, losing to North Texas Teachers, Denton.

George W. King is the chapter sponsor at Georgian Court College, Lakewood, New Jersey.

The "Ole Miss" debaters have staged a number of high school appearances this season in their extension program.

New York University debaters found their activities handicapped this season by the death of their director, Professor Arthur Scholten. However, during the second semester they held several debates and took two trips to debate meets.

Lloyd F. Wagner reports a comeback in debate at Lafayette College, Penna., this season. Interest is growing there and twenty are now active in forensics.

Lynchburg College reports an active season in debate this year, and includes some campus debate in addition to tournaments. They report Sweet Briar College in debate this season for the first time.

Brothers College debaters made trips into Ohio, Pennsylvania and the South this past debate season.

Robert Huber, sponsor of the chapter at the University of Vermont has been busy revitalizing the chapter this season. The program has been considerably expanded. Debate is about ten years old there and the Speech department is an infant of a year and a half, and the faculty are considering allowing a Speech major.

The Louisiana University debaters won the Missouri Valley Tournament held at the University of Kansas March 25-27.

The University of Richmond has a record of participation in 102 debates this last season, winning 45, losing 20, and holding 37 non-decision. Four tournaments were attended and a number of campus debates held. The West Point debate was held before a student convocation with 1000 students present.

N. F. L. NOTES

E. J. Diller, Coach of Debate at Chaney High School, Youngstown, Ohio, has just earned his second diamond for his NFL key. There is only one other coach in the NFL holding this distinction and that is C. M. Schindler, who has just left high school coaching for a position on the faculty at Kent State University, Ohio. He earned his second diamond at McKinley High, Canton.

Kent State University is located near Canton. Mr. Schindler was host at the recent NFL National Meet.

Joseph K. Strawbridge of Jeffersonville High, New York, has joined the role of diamond key coaches in the NFL.

A contest in Radio Announcing was introduced at the NFL National meet for those eliminated in the major events.

The NFL has recently admitted the following new chapters: Huntington Park H. S. California (restoration); Hamilton High School, Los Angeles; South River High School, New Jersey; Concord Training School, Athens, West Virginia; Midland High School, Texas; Riverside High School, Illinois.

Lincoln High School, Illinois and Oklahoma City Central were leading neck and neck for the Tau Kappa Alpha High School Award. This is the 8th award of this trophy. Classen High of Oklahoma has won it twice, and DuQuoin, now standing third, is on its way to gain the award the second time.

Daniel Stern of Monessen, Pennsylvania is still heading the list of student leaders in NFL.

Bertha S. Hunt, coach of Jackson High, Miami, Florida heads the list of high point winners among NFL coaches.

St. Francis de Sales High of Denver, Colorado, initiated 74 members this season to register the all-time high for initiates of any NFL chapter. It is now the largest chapter in the country.

Grossmont High School won the California State championship in debate at the Bakersfield state-wide meet conducted by the University of Redlands and the College of Pacific jointly, and entertained by the Bakersfield Junior College and High School. Los Angeles High School was the other finalist placing second. Alhambra High and Huntington Park High tied for third place, having previously placed in the two highest places in the District NFL. The two winners were the same two that placed in first and second at the Redlands Tournament for Southern California. The Northern California winners were all defeated by the South.

Santa Rosa High School walked off with practically all the winning places in the California State Championships in declamation.

The April Rostrum presents the pictures and records of three of its leading high school speakers: Jerry Charles of Hammond High School, Indiana; George F. Boney of Jackson High School, Jacksonville, Florida; and, Edwin Gozonsky of Laconia, N. H. high.

Southern California college and high school coaches met Monday, May 17 at the Los Angeles Library to revive the "speech clinic", which was a popular feature of the debate season before the war. The meeting was actively promoted by J. Edmund Mayer, coach of debate at Alhambra High School, and a member of the National Council of the NFL.

DELTA SIGMA RHO NOTES

The universities of Missouri and Colorado sent teams to meet the University of Hawaii at Honolulu this year. The University of Colorado also toured the west coast with a second team meeting several colleges in the Los Angeles vicinity, and colleges in Arizona and New Mexico on the way home.

Prof. E. C. Buehler, president of Delta Sigma Rho, was one of those chosen to send a team from Kansas University to the West Point Tournament.

Prof. E. C. Buehler has an interesting article in the March issue of the Gavel on "William Jennings Bryan — An Eye-Witness Report." And Kirt Montgomery of Oregon University has an article on Thomas B. Reed in the same number. Milton Dickens, newly elected President of the Southern California College Teachers of Speech, has an article on the Discussion Method in War Industry. Prof Dickens is now at S. C. but has also been with the Douglas Aircraft Company, Inc. Douglas Ehninger follows with an article "Outline of Procedure for the English-Style of Debate. We congratulate Editor Hance on an interesting number.

E. Thayer Curry, formerly of Colorado State and University of Oklahoma, is now on the speech staff at University of Washington.

Edward E. Markert is coach of debate at Washington University, St. Louis.

Howard C. Ackley, former debater at North Dakota University, is president of the Green Mountain Junior College, of Poultney, Vermont.

Gordon Mills of Wayne University is directing Forensics at Los Angeles City College, according to the Gavel. Theodore Karl, also of the L. A. C. C. staff is also directing forensics there.

Norman Temple, member of the team when it went from Bates to England last year, has been coaching at Bates this year while Brooks Quimby has been on leave. Professor Quimby has two new books on debate issued by the Platform News press: both reviewed in our last number: So you are Directing Debate and So you Want to Debate.

The group at the University of Colorado has been conducting some interesting surveys on debate this season, especially one on the college methods of financing debate and oratory, etc.

The Carleton chapter of D. S. R. conducted a tournament for high schools on February 14, 1948.

The University of Colorado Speech workers are pushing their Speakers Congress most actively this year. Their activities are varied through debate, discussion, oratory, forums and extension service throughout the state.

For the first time in over five years the Hamilton College Debate Society has entered into big time competition. A number of trips and single debates and tournaments got on to their 1947-48 calendar.

Hawaii wants to be the 49th state and the University is holding a mock constitutional convention during April. The Territorial Statehood Commission is actively supporting the student venture.

Michigan University had a crowd of 1600 at its season opener in debate with Oxford University. They followed with a debate tournament held before speech classes. They have been using the cross-questioning type of debate this season.

Ohio Wesleyan reports that it is about over the war time slump. A new speech forum has been organized and a full line of activities has been entered this season.

A new feature in debate this year was the Chicago Area Debate Series and Tournament during February and March. Northwestern, Univ. of Chicago, Illinois University Branch at the Navy Pier took leading parts in the new organization with DePaul, Loyola, St. Xavier and Mundelein cooperating fully.

Oberlin College has had a big season. 35 came out for debate and 52 debates were held in the first semester.

E. A. Kretsinger is the new debate director at Oklahoma University, but Dr. William Sattler continues as sponsor of the Delta Sigma Rho chapter.

The University of Nevada was welcomed into the fold of D. S. R. on April 3, 1948 with ceremonies and banquet climaxing a week of widely publicized and important speech events. The Pacific Forensic League held its 1948 meeting there and the high schools of the state held a tournament there the same week. Dr. Alan Nichols of the University of Southern California was the installing officer. Prof. Seymour Vinocur, coach at Nevada, was a former S. C. debater. Fourteen members, including the alumni initiated, compose the new chapter.

Prof. William S. Howell of the Univ. of Minnesota has an interesting article on "Critical Thinking and Persuasion" in the May number of the Gavel.

The May issue of the Gavel carries the article on Debate and Discussion, which Dean James H. McBurney wrote for the March issue of this magazine but which arrived too late to be used before our June number. It is an article well worth repeating.

According to the May number of the Gavel, Charles W. Lomas is now at U. C. L. A., Westwood, Calif.

Raymond McCall of Allegheny and Mary Beth Lee of Temple University placed first in men's and women's oratory in Pennsylvania this last season.

Mr. M. Victor Michalak and his wife coached Albion's men's and women's debate teams this last season. Prof. Carroll P. Lahman, formerly at Albion, has moved to Pasadena, California and is doing part time work at Pasadena College. He plans to place Pasadena back into the competition that the war knocked Pasadena out of for several seasons.

Highlight of the season last year at Missouri University was the trip to Honolulu when Robert L. Varner and Mack Hency, flew from San Francisco to Hawaii and back.

Northwestern entertained the Chicago Area college tournament on its campus at Evanston winning first. Mundelein College won second. Eight colleges participated.

Pittsburgh started the season with only one debater returned, John D. Rhodes, and also lost its coach. Fred S. Robie, Pitt alumnus, was recalled from the Univ. of West Virginia to take charge and soon had a squad of 40 at work. An interfraternity debate tournament was held and several tournaments were attended.

With J. G. Emerson back at the helm Stanford University is returning to debate tournaments again. The lower division team made an excellent impression.

James P. Whyte led the Syracuse squad into battle this season. During the second semester the debating activities grew quite numerous and popular. Three subjects were used and the Oregon Style was tried out.

The University of Texas participated in 148 debates with 46 different colleges and universities during the last season. 88 were won, 1 tied and 12 non-decision. 27 men and 8 women took part in the squad work and won letters.

The University of Wichita engaged in an extensive debate program this last season, winning first in five out of eight tournaments attended. Including the all school meet Herbert James and June Cale won six tournaments and were sent to the West Point National.

Washington State College has issued a bulletin on its 1947-48 forensic season. They report 126 debates won and 80 lost this season. Six tournaments were attended as part of the season activities.

GENERAL NOTES

UCLA put a terrific dent in its three day absence rule when it allowed its debate team to attend the West Point Tournament as they were obliged at the least, by flying, to use up five school days. Will it be possible now to hold down the football and basketball and track teams?

The University of Hawaii is planning a debate trip to the continent this coming debate season, and may time their trip to take in one or more of the tournaments at various places. The coach at Honolulu is Clifford Cornwell, Jr. Hawaii recently had a chapter of Delta Sigma Rho installed.

After twenty-five years of battling the big high schools at the Redlands Tournament Andy Smith's boys and girls of Grossmont high at last cashed in. Last year they won the sweepstakes cup and this year they won Class A debate, the big prize; and the Class B sweepstakes. The same team defeated the same runner up at the state-wide championships at Bakersfield on the opposite side. Grossmont has won many victories in the past, but this was their first debate championship, but greater than their victory is the sportsmanship Grossmont has always manifested in competition. For that reason the losers also joined in congratulations, showing their gameness and good sportsmanship.

Juadina Brock, former championship orator and debater of Southeastern Oklahoma College, has been taking graduate work at the University of Southern California this year.

Stanley S. Newcomb, who was granted his master's degree at the University of Redlands last February for his thesis on Breath Control and Effective Speaking, has just been elected to the position of Head of Speech at Dubuque University, Iowa, and will assume his duties this fall. His last speech job was at Princeton, where he criticised the young ministerials. For the last two years he has been studying interpretation and acting with a stock company in Hollywood. Newcomb began his college teaching at Whitworth College, Spokane, Washington before going to Princeton.

Thorrel B. Fest of the Speech Department of the University of Colorado is chairman of the college debate question Selection Committee this year.

Prof. R. D. Mahaffey of Linfield College was continued as contest coordinator for the Westcoast speech tournaments and activities. Prof. Charles T. Battin has volunteered to conduct the Western Tournament next fall preceding the Western Convention which will probably be held at Seattle.

Professor Howard L. Runion of the University of Maine Speech Department is to be the new head of speech at the College of Pacific following Roy C. McCall, who is now at Oregon University. Professor Runion will begin his work at Stockton with the Summer Session.

The University of Redlands has issued seven Speech Master's degrees since June 1947, and has three more underway.

Arlin M. Cook is now the debate coach at Shady Side Academy, Pittsburgh 15, Penna.

William Kaufman is leaving Occidental College to take a position as head of Speech at Ricks College, Idaho.

The consensus of opinion seems to be around in the editor's neck of the woods that Staasen has the better radio voice and Dewey the more skill in debate. The Oregon primary tells the tale of how the Oregonians saw and heard it. Philadelphia confirmed it!

The United States Naval Academy won the highest standing in debate at the Mary Washington College Tournament at Fredericksburg, Virginia, March 25-27.

The West Point Debaters Group, who have been maintaining the National Debate Tournament each spring lately, are sending a three-man team to England to debate the Oxford, Cambridge, and other educational institutions which have teams, during the summer vacation. One of the questions to be debated is: The Separation of the Colonies should never have occurred. The three debaters making the trip are: William F. Gorog, of Warren, Ohio; Richard MacKenzie, of Savanna, Illinois; and, John F. McArdle, of San Bernardino, California. The West Point Debate Council has 114 members. In addition to this trip the West Point Debaters have their minds set on a trip to the Pacific Coast this coming season.

Russell H. Wagner has left Cornell University to accept the chairmanship of Speech at the University of Virginia. Prof. C. C. Arnold has taken Professor Wagner's place as director of debate and speech activities at Cornell. Cornell belongs to the newly formed Ivy League which includes Pennsylvania, Harvard, Brown, Columbia, and Princeton. The debate fees have been increased for next year.

Frank Clark is the debate coach at Central High School, Trenton, New Jersey.

R. D. Mahaffey of Linfield College was re-elected co-ordinator of forensics at the meeting of the Western Association at Salt Lake City, Utah, in connection with the meeting of the Speech Association of America. Professor Joseph Baccus of Redlands, was elected President of the Western.

We quote the following from the pen of Wilbur Moore of Central Michigan College, editor of the Forensic: "Professor E. R. Nichols, founder of Pi Kappa Delta, was recently elected second Vice President of the Speech Association of America.

"Professor Nichols, a veteran teacher of speech and developer of innumerable championship debate teams, extempore speakers, and orators, was accorded this recognition not only because of his long service as a teacher and director of forensics, but because of his significant contributions to the theory of debate and argumentation and his impressive leadership in the founding of **The Debater's Magazine.** Professor Nichols, with his colleague, Joseph Baccus, is the author of Modern Debating. Professor Nichols has also written a number of professional articles on debate and public speaking for the **Quarterly Journal of Speech** and **The Forensic.**

Along the Tournament Front

(Continued from June, 1948 number)

OKLAHOMA

19th Annual Savage Forensic, Durant, Okla., Tom Housten, Director. 31 colleges present from eight states.

Debate: Sr. Men: 1st, 2nd, Texas Christian Univ. Jr. Men: Univ. of Oklahoma
Sr Women: S.M.U.; 2nd, North Texas Teachers. Jr. Women: Southwestern La. Inst,; 2nd Southwestern La. Inst.
Mixed Teams: Okla. City Univ.; 2nd, Southwest La. Inst.

Discussion: 1st, Frank Pounders, Southeastern Oklahoma; 2nd, Jack Carter, Southeastern Oklahoma; 3rd, Gerald Amundson, Luther College, and Basil Boritzki, Springfield, Mo., tied.

Impromptu: 1st, Jack Carter, Southeastern Oklahoma; 2nd, Basil Boritzki, Southwest Mo. Teachers; 3rd, Ted Clevenger Phillips.

Book Rev.: Men: 1st, David Burr, Northeastern A&M; 2nd, Norman Connor, T.C.U.; 3rd, Jack Carter, Southeastern.
Women: Georgianne Johnson, Luther; Danella Primeaux, S.L.I.; 3rd, Mary Stewart, Southwest Mo. Teachers.

Poetry Interpretation: Men: J. C. Curry, Southeastern Oklahoma; 2nd, Bob Fudge, Phillips College; 3rd, Jerry Rosholt, Luther College.
Women: Catherine Johnson, C.C.U.; 2nd, Georgianne Johnson, Luther College; 3rd, Mary Stewart, Southwest Mo. T.

Oratory: Men: 1st, Ted Clevenger, Phillips College; 2nd, Jerry Rosholt, Luther College; 3rd, Jack Carter Southeastern Oklahoma.

Oratory: Women: 1st, Julienne Martin, S. La. I.; 2nd, Joyce Gray, North Texas Teachers; 3rd, Lucille Magnon, S. La. I.

OREGON

18th Northwest Invitational Tournament, Linfield College, Feb. 26-28, '48. R. D. Mahaffey, Director, McMinnville, Ore. 27 colleges, 9 states, 156 teams, 350 attendance.

Debate: Sr. Men: 1st, U.S.C.; 2nd, Univ. of Oregon; 3rd, Tie: Willamette Univ., Univ. of Utah.
Sr. Women: 1st, Washington State; 2nd, Wash. State;
Jr. Men: 1st, Gonzaga; 2nd, Pacific Univ. and Wash. State, tie.
Jr. Women: 1st, Wash. State; 2nd, Coll. of Idaho;

3rd, tie, Whitman Coll. and Oregon State Coll.
One Man Debate: 1st, Audrey Smith, Coll. of Idaho; 2nd, Strawn, Whitman Coll.; 3rd, Peter Lorenz, Vanpoert Extension.

Extempe: Sr. Men: 1st, Don Dimmick, Oregon State Coll.; 2nd, Wallace Bennett, Univ. of Utah; 3rd, Milton Dobkin, U.S.C.
Sr. Women: Shirley Chamberlain, Univ. of Utah; 2nd, Belva Barlow, Univ. of Utah.
Jr. Men: 1st, Richard Kelton, Stanford Univ.; 2nd, Tom Bartlett, Willamette Univ.
Jr. Women: Marilyn Meer, Wash. State; 2nd, Maxine Muckle, Willamette Uni.

Impromptu: Sr. Men: 1st, Wallace Bennett, Univ. of Utah; 2nd, Adam Duncan, Univ. of Utah.
Sr. Women: 1st, Sara Ann McBride, Linfield Coll.; 2nd, Shirley Chamberlain, Univ. of Utah.
Jr. Men: 1st, Jack Gunn, Willamette Univ.; 2nd, Elliot Motschenbacher, Willamette Univ.
Jr. Women: 1st, Marilyn Neer, Wash. State; 2nd, Patricia Morris, Northwest Nazarene Coll.

Oratory: Sr. Men: 1st, Ben Padrow, L. and C.; 2nd, Frank Gonzalez, Montana Univ. and M. Dobkin, U.S.C., tie.
Jr. Men: 1st, Tom Bartlett, Willamette Univ.; 2nd, Clyde Parker, Weber Coll.
Sr. Women: 1st, Betty Misner, Univ. of Oregon; 2nd, Sara Ann McBride, Linfield Coll.
Jr. Women: 1st, Dorothy Orr, Univ. of Oregon; 2nd, Pacific Lutheran College.

Interpretation: Men: 1st, Jerry Ingo, Wallamette; 2nd, Joe Costello, Gonzaga Univ.
Women: 1st, Miss McConnell, Whitman; 2nd, Lorraine Mortensen, Pacific Univ.

After Dinner Speaking: Men: 1st, Tripp, Willamette Univ.; 2nd, Dan Rehwalt, Linfield Coll.
Women: Donna Lahaie, N. Idaho; 2nd, Dorothy Orr, Oregon Univ.

PENNSYLVANIA

First Annual Novice Debate Tournament. Temple Univ., Philadelphia, Dec. 13, 1947. 7 colleges, 30 teams. Gordon F. Hostetler, Director.

Debate: 4 rounds. Aff. Teams, 1st: Temple University undefeated.
Neg. teams: 1st, tie: Rutgers and Univ. of Penna.

Mt. Mercy College Invitational Meet. Feb. 21, 1948, Pittsburgh, Penna. 4 states, 24 colleges, 48 teams, 98 participants, 290 attendance.

Debate: tie 1st, Capital University, Ohio, and Penn. State College.

First Annual Pennsylvania Debate and Oratory Tournament: Allegheny College, March 5-6, 1948. Hubert V. Cordier, Director.

Debate: 1st, Swarthmore College; 2nd, Penn State College.

Oratory: Men: 1st, Allegheny Coll.; 2nd, Slippery Rock College.
Women: 1st, Temple University; 2nd, Allegheny College.

SOUTH CAROLINA

Province of the Southeast, Pi Kappa Delta, Univ. of So. Carolina, April 15-16, Columbia, S. Carolina. 20 teams, 16 colleges, 80 in attendance.

Debate: Men: 1st, Stetson University; 2nd, Carson-Newman, Miami Univ. and Georgetown, Ky., tied. Women: 1st, Lenoir Rhyne; 2nd, Alabama Coll. for Women, Carson-Newman, Univ. of Miami, tied.

Oratory: Men: 1st, Joseph Friedman, Rollins Coll; 2nd, Milton Klegman, Univ. of So. Carolina; Scott McClure, Maryville Coll.; Fain Chambers, Univ. of Georgia; Kenneth Ternigan, Tenn. Tech, tie.

Oratory: Women: 1st, Helen Wooten, Stetson Univ.; 2nd, Mary Whittlesey, Tenn. Tech.

Impromptu: Men: 1st, James R. Simmons, U. of So. Carolina; Scott McClure, Maryville Coll.; Fred Routh, Univ. of Miami. Women: 1st, Jane Wensley, Univ. of Miami; 2nd, Barbara Yount, Lenoir Rhyne.

Extempore: Men: 1st, Kenneth Jernigan, Tenn. Tech; 2nd, Dan Moore, E. .Tenn. State. Women: 1st, Vivian Poteet, Lenoir Rhyne; 2nd, Nina English, Alabama Coll., Nan Von Zile, Rollins Coll., tie.

SOUTH DAKOTA

Annual Sioux Falls College Speech Tournament, Jan. 17. 11 colleges, 70 debaters, 4 rounds. Debate. Non-decision.

Extempe—Peace Theme: 1st, Thomas Gerber, Northern State Teachers; 2nd, William Shapiro, Yankton Coll.; 3rd, Tom Kilian, Augustant Coll. of Sioux Falls.

Oratory: 1st, John Orr, Dakota Wesleyan; 2nd, James Simpson, Yankton Coll.; 3rd, Gordon Smith, Sioux Falls Coll. Women: 1st, Mary Reardon, Sioux Falls Coll.; 2nd, Verlyn Batie, Northern State Teachers; 3rd, Janet Barclay, Univ. of So. Dakota.

TENNESSEE

Southern Speech Ass'n. David Lipscomb, Nashville. April 6-7, 1948.

Debate: Men: 1st, tie—Univ. of Alabama and Univ. of Florida. Women: 1st, 2nd, Univ. of Alabama. Jr. Men: 1st, 2nd, Univ. of Alabama.

Smoky Mountain Practice Tournament, Knoxville, Tenn., Feb. 16. V. M. Queener, Director. 7 colleges, 2 states, 19 teams, 25 attending.

Debate: 1st, Carson-Newman; 2nd, Univ. of Tenn.

Extempore: 1st, Maryville College.

After Dinner Speaking: 1st, Carson-Newman.

TEXAS

Baylor University Invitational H. S. Tournament, Waco, Feb. 20-21, 1948. Glenn R. Capp, Director Scholarship awards from Baylor to the winners.

Debate: Boys: 1st, Classen H. S., Oklahoma City; 2nd, Waco H. S., Texas. Girls: 1st, Reagan H. S., Houston, Texas; 2nd, Adamson H. S., Dallas, Texas.

Declamation: Boys: 1st, Billy Griffin, Stephen F. Aus-

tin H. S., Houston, Texas; 2nd, Maurice LeBleu, Sam Houston H. S., Houston, Texas. Girls: 1st, Rachelle Mendowvitz, New Braunfels H. S.; 2nd, Jane Phillip, Forest Ave. H. S., Dallas, Texas.
Houston; 2nd, Joe Stalcup, Adamson H. S., Dallas. Girls: 1st, Joy Stilwell, Stephen F. Austin H. S.; 2nd, Sara Wescott, Amarillo H. S.

Baylor University Invitational Forensic Tournament for Colleges. Waco, Prof. Glenn R. Capp, Director. Feb. 6-7, 1948. 34 colleges, 7 states, 350 attending.

Extempe: Boys: 1st, Maurice Harrell, Reagan H. S.,

Debate: Men: 1st, David Cotten and Keith Parks. North Texas State College, Denton, Texas; 2nd, Bennie Francka and Basil Bortizki, Southwest Missouri State Teachers College, Springfield, Missouri. Women: 1st, Doris Stewart and Berlyene Miller, East Central State College, Ada, Oklahoma; 2nd, Bobbie Wallace and Betsy Ross, Baylor University, Waco, Texas.

Debate: Junior Men: 1st, Delynn Dever and Jack Harber, Seminole Junior College, Seminole, Okla.; 2nd, Harry McMillan and William Bowles, Univ. of Oklahoma, Norman, Okla.
Junior Women: 1st, Lucita Thornton and Sara McCampbell, Univ. of Texas, Austin, Texas; 2nd, Merrita Dominque and Marguerite Richard, Southwestern Louisiana Institute, LaFayette, La.

Poetry Reading: Senior Men: 1st, Chris Clark, A.C.C.; 2nd, Ray Zagone, S. W. La. Institute; 3rd, Stephen Sikes, Louisiana College.
Senior Women: 1st, Ruby Lee Draugnon, S. W. La. Institute; 2nd, Elsie Gayer, Baylor; 3rd, Marjorie Waite, A. C. C.
Junior Men: 1st, Charles Seamans, Trinity U.; 2nd, Bill Fling, A. C. C.; 3rd, John Wild, Texas Univ.
Junior Women: 1st, Elaine Hoffman, Lon Morris Junior College; 2nd, Joann Monan, Louisiana College; 3rd, Patti Myers, Texas A. & I.

Extemporaneous Speaking: Senior Men: 1st, Bill Nighswonger, S. M. U.; 2nd, Tom Webb, Baylor; 3rd, Roswell Clark, U. of Okla.
Senior Women: 1st, Betsy Ross, Baylor Univ.; 2nd, Julie Martin, S. W. La. Institute; 3rd, Doris Stewart, East Central State.
Junior Men: 1st, Harry McMillan, U. of Okla.; 2nd, Fred Bates, U. of Houston; Paul Morell, S. M. U.; 3rd, Frank Pounders, S. E. State, Okla.
Junior Women: 1st, Helen Williams, Louisiana College; 2nd, Dorothy Compton, Seminole Jr. College; 3rd, Margaret Welch, S. W. La. Institute.

Oratory: Senior Men: 1st, Kelly Hamm, Louisiana College; 2nd, Ray Zagone, S. W. Louisiana Institute; 3rd, Sam Henry Smith, Texas University, Maurice Kelley, S. W. Texas State.
Senior Women: 1st, Loidene Cuniff, Louisiana College; 2nd, Dorothy Fleming, S. W. La. Institute; 3rd, Pat Pinson, Texas University.
Junior Men: 1st, Ronnie Dugger, Texas University; 2nd, Alvin Ducote, S. W. La. Institute; Jack Carter, S. E. State, Okla.; 3rd, Joseph Aycock, St. Mary's.
Junior Women: 1st, Lucilee Magnon, S. W. La Institute; 2nd, Betty Read, Lon Morris Junior College; 3rd, Joyce Gray, North Texas State.

After Dinner Speaking: 1st, Marguerite Richard, S.W. La. Institute; 2nd, Virginia Brannon, S. M. U.; 3rd, Louis Hubbell, St. Edward's University.

UTAH

Phi Rho National Convention, Weber College, Ogden. April 15-17, 1948. Leland H. Monson, Director.

Debate: 1st. Weber College; 2nd, Seminole Junior College, Okla.; 3rd, Los Angeles City College.

Oratory: 1st, William Landis, Los Angeles City Coll.; 2nd, Clyde Park, Weber Coll.; 3rd, John Chapman, Pasadena City Coll.

Extempe: 1st, Clyde Parker, Weber Coll.; 2nd, Dee Ward Hock, Weber Coll.; 3rd, Willie Shimizu, Weber Coll.

Impromptu: 1st, Willie Shimizu, Weber Coll.; 2nd, tie, Dorothy Compton, Seminole J. C. and Lillian Stevens, Los Angeles City Coll.

After Dinner Speaking: 1st, Donald Graham, Los Angeles City Coll.; 2nd, Leon Shiells, Pasadena City Coll.

WASHINGTON

Pacific Coast Northern Div. Western Association, Whitman College, Walla Walla, Dec. 4-6. R. D. Mahaffey, Director.

Debate Sr. Men: 1st, Willamette Univ.; 2nd, tie, Coll. of Idaho; Coll. of Puget Sound; Univ. of Montana; Univ. of Idaho; Oregon State Coll.
Jr. Men: 1st, Willamette Univ.; 2nd, tie, Whitworth; Univ. of Idaho; Linfield; Gonzaga; Whitman; Oregon State.
Sr. Women: 1st, Coll. Puget Sound; 2nd, College of Idaho.
Jr. Women: 1st, Whitman Coll.; 2nd, tie, Oregon State and College of Idaho.

One-Man Debate: 1st, Norman Schut, Puget Sound; 2nd, tie, Audrey Smith, Coll. of Idaho and Albert Mann, Gonzaga.

Oratory: Sr. Men: 1st, Ben Padrow, Lewis and Clark; 2nd, Frank Gonzales, Mont. State; 3rd, Phil Strawn, Whitworth;
Jr. Men: 1st, Robert Sayne, Willamette; 2nd, Herman Robison; 3rd, Louis Gerhardt, Pacific Univ.
Women: 1st, Betty Lange, Whitworth; 2nd, Sara Ann McBride, Linfield; 3rd, tie, Ruth Davenport, Linfield and Dorothy Orr, Univ. of Oregon.

Extempe: Sr. Men: 1st, Warren Miller, Univ. of Oregon; 2nd, tie, Robert Sayre, Willamette; Dean Bailey, Oregon State; Ben Padrow, Lewis and Clark; Norman Schut, Puget Sound.
Women: 1st, Yvonne Battin, Puget Sound; 2nd, Sara Ann McBride, Linfield.

Impromptu: Sr. Men: 1st, L. G. Baker, Whitworth; 2nd, Don Dimmick, Oregon State; 3rd, Jack Gunn, Willamette.

Jr. Men: 1st, Tom Bartlett, Willamette; 2nd, Gordon Jaynes, Whitman; 3rd, Albert Mann, Gonzaga.
Women: 1st, Nancy Peterson, Univ. of Oregon; 2nd, L. Waldron, Whitworth; 3rd, Ardis Newholm, Lewis and Clark.

Interpretation: Men: 1st, Gordon Jaynes, Whitman; 2nd, Craig Esary, Whitman.
Women: 1st, tie, Lois Waldron, Whitworth and Betty Lange, Whitworth; 3rd, tie, Pauline Hilty, Northwest Nazarene and Shirley Hayes, Whitman.

After Dinner Speaking: Men: 1st, Jerry Igo, Willamette; 2nd, tie, Harold Padgett, Puget Sound, and Robert Sayre, Willamette.
Women: 1st, Dorothy Orr, Univ. of Oregon; 2nd, Jewell Waller, Linfield.

Inland Empire Tournament: Gonzaga Univ. Spokane, Nov. 21, 1947. 7 colleges, 2 states, 37 teams, 74 attendance. John Leary, S. J. Director.

Debate: 1st, tie, Wash. State and Gonzaga Univ.; 2nd, Univ. of Idaho.

Inland Empire Meet, Moscow, Idaho. 4 states, 47 teams.

Debate: 1st, Gonzaga Univ.; 2nd, tie, Wash. State and Oregon State.

Pacific Northwest Prep Tourney. Spokane, 27 schools, 54 teams, 200 attendance.

Debate: 1st, Marquette H. S., Yakima; 2nd, Seattle Prep.

WISCONSIN

11th Annual "B" Invitational Tournament, River Falls College, March 20, 1948. Marion E. Hawkins, Director. (Teams eligible not attending Northwest Meet at College of St. Thomas, judged by "A" Debaters). 6 colleges, 2 states, 20 teams, 40 debaters.

Debate: 1st, Univ. of Minn.; 2nd, River Falls; 3rd, St. Olaf.

Highest Ranking Debaters: John Killen, Univ. of Minn.; Byron Crippen, Univ. of Minn.; Jerry Finn, River Falls; Nancy Murray, River Falls.

4th Eau Claire Tournament: Feb. 20-21, 1948. Grace Walsh, Director. 23 colleges, 4 states, 54 teams, 200 attendance.

Debate: Men: 1st, Univ. of Notre Dame; 2nd, St. Mary's; 3rd, Univ. of Wisconsin.
All-Tournament Debate Team: Frank Finn, Univ. of Notre Dame and Robert Connor, Univ. of Wisconsin.

Oratory: 1st, Eugene Boyk, Ripon College; 2nd, Robert Couture, Univ. of Wisconsin.

Extempe: 1st, Jerome Scgur, Univ. of Wisconsin; 2nd, Frank Finn, Univ. of Notre Dame; 3rd, Ivan Fagre, St. Olaf.

Discussion: 1st, five, Ed Allen, St. Mary's; Don Winner, Univ. of Wisconsin; Frank Finn, Univ. of Notre Dame; Quin Harlow and Tom Ninneman, also of Notre Dame.

Eau Claire H. S. Tournament, 4th annual meet. 70 pairs of high school teams.

Debate: 1st, Aquinas H. S., LaCrosse, Wis.; 2nd, Denfeld High School, Duluth, Minn.
Junior Div.: 1st, Denfield, Duluth; 2nd, Aquinas, La Crosse.

After Dinner Speaking: 1st, Clancy Imislund, Eau Claire; 2nd, John Clayton, St. Mary's College; 3rd, Pat Barnett, College of St. Catherine, St. Paul.

Northern Oratorical League: Madison, Wis., May 7, 1948. 6 universities, 6 states.
1st, Charles Guggenheim, Univ. of Iowa; 2nd, Nancy Gossage, Northwestern Univ.; 3rd, Glen R. Campbell, Univ. of Wisconsin; 4th, Earl Pollock, Univ. of Minn.; 5th, Deborah Rabinowitz, Univ. of Michigan; 6th, Frederick Taylor, Western Reserve, Ohio.

ADDENDA

IOWA

Province of Missouri and Illinois, Pi Kappa Delta. Cedar Rapids, Iowa. March 25-27, 175 contestants. 28 colleges. 4 states.

Debate: Men: Superior. Augustana (Ill.); Southeast Mo. State T.; Coe Coll.; Illinois Teachers, Eureka Coll.; Wm. Jewell Coll; Warrensburg Teachers.

Debate: Women: Wheaton Coll.

Original Poetry: James Millikin Univ.

Oratory: Men: Augustana Coll.; Northern Ill. Teachers. Women: Monmouth Coll.

Extempore-Discussion: Men: James Millikin, Northern Ill. Teachers. Women: William Jewell Coll.

KANSAS

16th Annual Forensic Tournament, St. John's College, Winfield, Kansas, March 12-13, 1948. Prof. G. A. Kuhlman, Director. 12 colleges, 3 states, 17 teams; 90 in attendance.

Debate: 1st, 2nd and 3rd, University of Kansas

Oration: 10 participating. 1st, Lee Reiff, (KU); 2nd, Ted Clevenger, Phillips U. and Richard Wagner, St. John's; 3rd, Ivan Fugate, KSTC, Pittsburgh.

Book Reviewing: 10 participating. 1st, Edgar Kaiser, St. John's, Winfield; 2nd, Gwen Trout, Independence Junior College; 3rd, Robert Adams, Arkansas City Junior College.

Oratorical Declamation: 9 participating. 1st, James Austin, Arkansas City JC; 2nd, Richard Borchers, St. John's; 3rd, Cora Harris, Arkansas City JC.

Extempore Speaking: 16 participating. 1st, Ted Clevenger, Phillips U., Enid, Okla.; 2nd, Lee Reiff, KU, Lawrence; 3rd, Fred Cross, KU, Lawrence, Kans.

Impromptu Speaking: 13 participating. 1st, Kent Shearer, KU, Lawrence; 2nd, Ted Clevenger, Phillips U, Enid; 3rd, Jack Harber, Seminole JC, Seminole, Okla.

Story Telling: 12 participating. 1st, Charles Ogden, Northeastern A&M, Miami, Okla.; 2nd, Laneta Wickham, St. John's, Winfield; 3rd, Geraldine Klinkermann, St. John's, Winfield.

Radio Speaking: 18 participating. 1st, Steve Mills,

KU, Lawrence; 2nd, Gilbert Strickland, Kans. State Teachers College, Pittsburg; 3rd, Ted Clevenger, Phillips U., Enid, Okla.

Bible Reading: 13 participating. 1st, Fred Cross, KU, Lawrence; 2nd, Lee Reiff, KU, Lawrence; 3rd, Elizabeth Theimer, St. John's, Winfield, Kans.

Poetry Reading: 10 participating. 1st, Delynn Kever, Seminole JC, Seminole, Okla.; 2nd, Janell Estop, Arkansas City JC, Ark. City, Kans; 3rd, Carol Burke, Kans. State Teachers Coll., Pittsburg.

Dramatic Reading: 11 participating. 1st, Ann Roehl, Arkansas City JC, Ark. City, Kans.; 2nd, Donald Wade, Southwestern College, Winfield, Kans.; 3rd, Wiley McFarland, Dodge City JC, Dodge City, Kans.

MICHIGAN

Pi Kappa Delta Province of the Lakes. East Lansing, Mich. 14 colleges, April 9-10.

Debate: Men: Otterbein, Neg. 1st; Hope Neg., 2nd. Women: Heidelberg Aff. 1st; Kent State Aff. 2nd.

Oratory: Men: Robert Reed, Kalamazoo Coll., 1st; Donald Buteyn, Hope Coll., 2nd. Women: Michigan State, Verna Smith, 1st; Mitzi Peterson, Bowling Green, 2nd.

Extempe: Men: Art Brindle, Mich. State, 1st; Ted Troff, Kalamazoo, 2nd. Women: Jeanne Cook, Kent State, 1st; Joan Zimmerman, Heidelberg, 2nd.

Discussion: Men: Ezell Brown, Mich. State, 1st; Don Stearns, Otterbein, 2nd. Women: Joan Fiocca, Kent State, and Esther Streeter, Central Mich., tie, 1st; Kathryn Daniels, Seton Hill, Edith Nolte, Mich. State, tie, 2nd.